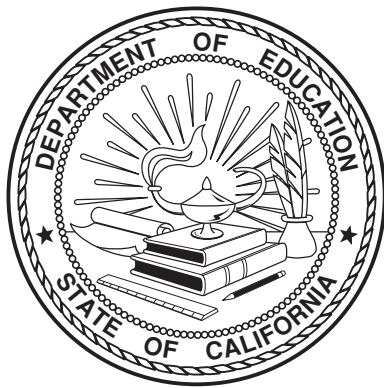


# **2004–05 Academic Performance Index Growth Report**

## **Information Guide**



**October 2005**

prepared by the  
**California Department of Education**

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# Preface

The 2004–05 Academic Performance Index (API) Growth reports will be released to the public on the California Department of Education (CDE) Web site on October 27, 2005, at <http://api.cde.ca.gov>.

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their accountability programs to meet requirements of California's Public Schools Accountability Act (PSAA) of 1999. The guide explains the background and calculation of the 2004–05 API Growth reports.

For API reporting, LEAs include school districts and county offices of education. (Direct-funded charter schools also are considered LEAs under federal definitions but must meet federal requirements and timelines that apply to schools.)

This guide is not intended as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in administering accountability requirements in an LEA or school. This guide should be used in conjunction with academic accountability information provided on the CDE Web site at <http://api.cde.ca.gov> and <http://www.cde.ca.gov/ta/ac/ap/>.

The guide is divided into two parts:

- The first part encompasses **New Information** that summarizes key points of this document and of the 2004–05 API Growth reports. The New Information section is aimed at readers generally familiar with API calculation and reports who need to know the latest news about the API.
- The second part covers **Background Information** that is aimed at readers who are unfamiliar with the basic method of API calculation and reporting. The Background Information section is for readers who need more specific information about the calculation and requirements of the API and types of API Growth reports produced.

An **appendix** is provided at the end of the guide to describe technical details about the 2004–05 API Growth reports. The appendix concludes with a listing of CDE contacts and Internet sites and a **glossary of terms and acronyms**.

This publication is available on the CDE Web site and can be accessed at <http://www.cde.ca.gov/ta/ac/ap/>. Material in this publication is not copyrighted and may be reproduced.

# New Information

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The New Information part of the guide summarizes key information relating to the 2004–05 API Growth reports.

# Key Points in This Guide

Topic	Description	For More Information
<b>New Information</b>		
Complete 2004–05 API Growth Reports	<ul style="list-style-type: none"> <li>■ 2004–05 API Growth reports will be posted on the Internet on October 27, 2005.</li> <li>■ Reports include: <ul style="list-style-type: none"> <li>• Subgroup information</li> <li>• Growth in the API</li> <li>• Whether schools met state API growth target requirements</li> </ul> </li> <li>■ Reports DO NOT include: <ul style="list-style-type: none"> <li>• Changes to demographic data made by local educational agencies (LEAs) through the test publisher</li> </ul> </li> <li>■ Final 2004–05 Growth reports to be released in January 2006 will include data changes.</li> </ul>	<p>“Highlights of the 2004–05 API Growth Reports” (page 6)</p> <p>“Sample Internet Reports” (pages 45 to 61)</p>
2005 API Growth Calculation	<ul style="list-style-type: none"> <li>■ <b>The 2005 API Growth is calculated using the same basic method and test weights as used for the 2004 API Base (which was reported in March 2005).</b></li> <li>■ The results of grade eleven students who passed the 2005 California High School Exit Examination (CAHSEE) were counted in the 2005 API Growth.</li> <li>■ Consistent with federal No Child Left Behind (NCLB), a school district of residence for students with special needs rule was implemented beginning with the 2005 API Growth.</li> <li>■ The definition of the 85 percent rule was revised beginning with the 2005 API Growth to allow more schools to receive an API.</li> </ul>	<p>“Highlights of the 2004–05 API Growth Reports” (pages 7 and 8)</p>
API Compared with AYP	<ul style="list-style-type: none"> <li>■ State accountability requirements differ from federal accountability requirements.</li> <li>■ The API is one of the indicators to meet AYP requirements.</li> <li>■ The 2005 AYP requirement for the API is a 2005 API Growth score of 590 or a one-point increase from the 2004 API Base to the 2005 API Growth.</li> </ul>	<p>“API and AYP Key Elements” (pages 15 to 21)</p>

Topic	Description	For More Information
2005 API Base	<ul style="list-style-type: none"> <li>■ 2005 API Base reports are scheduled to be released in March 2006.</li> <li>■ The State Board of Education (SBE) is scheduled to discuss possible changes in the 2005 API Base methodology at its January 2006 meeting.</li> <li>■ No new indicators are scheduled to be added to the 2005 API Base.</li> <li>■ The SBE will discuss including English learners and students with disabilities as API subgroups beginning with the 2005 API Base to meet the requirements of Senate Bill 722.</li> <li>■ The SBE will discuss the variables used to determine similar schools ranks beginning with the 2005 API Base.</li> <li>■ The results of grade eleven students who passed the 2005 CAHSEE will be counted in the 2005 API Base.</li> </ul>	“Future Issues” (page 7)
2006 API Base	<ul style="list-style-type: none"> <li>■ The policy of the “assignment of 200” will be reevaluated by the SBE for the 2006 API Base.</li> <li>■ The science tests developed and administered to meet NCLB requirements at grades eight and ten are scheduled to be added to the 2006 API Base.</li> <li>■ <b>The Standardized Testing and Reporting (STAR) Program will not allow out-of-level testing in 2006.</b></li> <li>■ The results of grade eleven and grade twelve students who passed the 2006 CAHSEE will be counted in the 2006 API Base.</li> </ul>	“Future Issues” (page 11)
<b>Background Information</b>		
API Purpose and Definitions	<ul style="list-style-type: none"> <li>■ <b>The 2004 API Base and 2005 API Growth make up the 2004–05 API reporting cycle.</b></li> </ul>	<p>“What Is the API?” (pages 23 to 25)</p> <p>“API Reporting Cycles” (page 25)</p>

Topic	Description	For More Information
Calculation and Requirements	<ul style="list-style-type: none"> <li>■ The 2004 API Base score is subtracted from the 2005 API Growth score to determine a school's or LEA's growth in the API from 2004 to 2005.</li> <li>■ Growth in the API is used to determine if the school met state API growth target requirements.</li> <li>■ Numerically significant subgroups in schools also must meet state API growth target requirements (80 percent of the schoolwide target).</li> <li>■ Schools must meet participation rate requirements to have a valid API and to be awards eligible.</li> <li>■ LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but are not required under state law to meet growth target requirements.</li> </ul>	Background Information (pages 22 to 44)
API Interventions and Awards Programs	<ul style="list-style-type: none"> <li>■ Schools that do not meet state API growth targets may be eligible for new or continued funding for intervention programs.</li> <li>■ Schools or teachers that meet certain API criteria are eligible for API recognition or awards programs.</li> </ul>	"Meeting or Not Meeting State API Growth Targets" (page 44)
<b>Appendix</b>		
Technical Details	<ul style="list-style-type: none"> <li>■ The Appendix includes the calculation rules and other technical information related to the 2004–05 Growth reports.</li> </ul>	"Appendix" (pages 63 to 69)
Where to Find Help	<ul style="list-style-type: none"> <li>■ California Department of Education (CDE) offices that are related to academic accountability can provide further assistance through Internet, e-mail, or phone access.</li> </ul>	"CDE Contacts and Related Internet Sites" (pages 73 and 74)
Glossary of Terms and Acronyms	<ul style="list-style-type: none"> <li>■ Key terms and acronyms used in describing the API are provided in the final section of the Appendix.</li> </ul>	"Glossary of Terms and Acronyms" (pages 75 to 80)



# Highlights of the 2004–05 API Growth Reports

## Complete 2004–05 API Growth Reports

- The October 27, 2005, posting of the 2004–05 API Growth reports provides the complete 2004–05 API Growth results, including subgroup information, growth in the API, and whether a school met its state API growth targets. These reports meet the state accountability requirements. They do not include APIs for schools or local educational agencies (LEAs) making demographic data changes through the test publisher. APIs for these schools and LEAs will be provided in January 2006 when the final 2004–05 API Growth reports are released.
- The release of the 2004–05 API Growth reports marks the sixth year of the completion of an API reporting cycle for California. The 2004–05 API Growth reports are calculated using the same basic methodology and test weights as used for the 2004 API Base reports. The API calculation methodology and weights changed from prior years beginning with the 2004 API Base. For the current calculation, test weights are applied at the individual student test level rather than at the school level.
- Most schools and LEAs receive a 2004–05 API Growth report.
  - All schools with at least 11 valid test scores receive a 2004–05 API Growth report.
  - Schools with between 11 and 99 valid test scores receive an API with an asterisk to denote that the school was small in 2004 or 2005. APIs based on small numbers of students are less reliable and, therefore, should be interpreted with caution.
  - LEAs and some schools receive a partial 2004–05 API Growth report in order to meet federal requirements of the No Child Left Behind (NCLB) Act of 2001:

**2004–05 API Growth Reports**  
**Elements Reported by Type of School or LEA**

Type of School or LEA	Elements Reported					
	2005 API Growth	2004 API Base	2004–05 Growth in the API	Growth Targets	Whether Growth Targets Were Met	Median APIs for Similar Schools
Most schools with 11 or more valid scores	yes	yes	yes	yes	yes	yes
School districts and county offices of education*	yes	yes	yes	—	—	—
Schools in the Alternative Schools Accountability Model (ASAM)*	yes	yes	yes	—	—	—
Schools with significant demographic changes between 2004 and 2005*	yes	yes	—	—	—	—
Schools with no 2004 API Base*	yes	—	—	—	—	—

\* LEAs and these types of schools are included in the 2004–05 API Growth reporting in order to comply with the requirements of NCLB.

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## 2005 API Growth Calculation

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The 2005 API Growth is calculated using the same basic method and test weights as the 2004 API Base. (The 2004 API Base and the 2005 API Growth comprise the 2004–05 API reporting cycle.) To meet the requirements of the Public Schools Accountability Act (PSAA), new indicators are added to the API Base each year as additional test results become available. The new indicators, along with existing API indicators, establish the baseline components for an API reporting cycle. The State Board of Education (SBE) adopts the API Base calculations for each reporting cycle.

For the 2004–05 API reporting cycle, the SBE adopted a new way of calculating the API to address the changes in API indicators at the time. The new methodology better reflects the combined accomplishments of all students at a school by taking into account that students at some grade levels are tested in more content areas and/or with different tests and that schools have a variety of grade span configurations.

More information about the change in calculation methodology can be found in the *2004 API Base Technical Information*, the *2004 Academic Performance Index Base Report Information Guide*, and the Webcast Presentation on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

Although the 2005 API Growth is calculated using the same basic method and test weights as the 2004 API Base, the following three items for calculation were adopted beginning with the 2005 API Growth. The adoption of these items have minimal effect, if any, on API growth results for schools.

### Grade Eleven CAHSEE

The California High School Exit Examination (CAHSEE) has two parts, English-language arts and mathematics. If a grade ten student did not pass one or both parts of the test in 2004, the student was eligible in 2005 to retake the CAHSEE part or parts not previously passed. The results were counted in the 2005 API Growth if a grade eleven student passed either part of the 2005 CAHSEE. The results were not counted in the 2005 API Growth if a grade eleven student did not pass either part of the 2005 CAHSEE. **The only time CAHSEE non-passers are counted in the API is for grade ten students who do not pass either part of the CAHSEE.**

### School District of Residence Rule

A school district of residence rule was implemented beginning with the 2005 API Growth in order to align state API calculation rules with federal NCLB rules. Test results of students enrolled at a county office of education (COE) school that lists a school district of residence code for the student are assigned to the school

district of residence for an LEA's API report. The results of these students are still included in the COE's school API report but are not included in the COE's LEA API report.

## 85 Percent Rule

The *California Code of Regulations*, Title 5, specifies that an API shall be considered invalid if the percent of test takers in grades two through eleven in a content area is less than 85 percent. As a result, high schools that are small and/or in the Alternative Schools Accountability Model (ASAM) tended to have a higher percentage of invalid APIs. The 85 percent rule is applied to schoolwide APIs only and is not applied to subgroup APIs.

The definition of the 85 percent rule was revised, beginning with the 2005 API Growth, to allow more schools to receive an API. The new definition applies the 85 percent rule only to content areas of the school that have 100 or more students enrolled since the California Basic Education Data System (CBEDS) data collection date. The 85 percent rule is applied to the following content areas and grade levels:

- English-language arts (grades two through eleven for CST and CAPA)
- Reading, language, and spelling (grades three and seven for CAT/6 Survey)
- Mathematics (grades two through nine for CST and CAPA; grades three and seven for CAT/6 Survey)
- Science (grade five for CST)
- History-social science (grade eight and grades ten and eleven for CST)

The 85 percent rule is not applied to the CAHSEE test results.

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## Changes to 2005 API Growth Scores Since the August APR Release

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In August 2005, schoolwide and LEA-wide 2005 API Growth results were included in the release of the 2005 Accountability Progress Reports (APRs) to meet federal AYP requirements of reporting AYP prior to the beginning of the school year. These API Growth results were reported at the school and LEA levels only. The reports did not include subgroup API results or whether a school met its state API growth target requirements. This is because these more detailed API Growth results were not required in AYP reporting.

With the release of the 2004–05 API Growth reports, several changes may have occurred to the schoolwide APIs previously reported in the 2005 APRs. Changes to APIs since August 2005 may be due to one or more of the following reasons:

### **Additions**

- Data for late-reporting LEAs became available.
- August data corrections for the California High School Exit Examination (CAHSEE) became available.

### **Changes**

- Some charter schools had changes in their “direct-funding” designation. This affects calculations for LEAs that previously included data from these schools.
- A high school with student records showing too many make-ups and not enough census counts has its counts adjusted, and the adjustments may affect the school’s API score.
- The LEA has notified the CDE that it is changing data through the test publisher through the data review process, and a note is added to the API report. Adjustments to the 2004–05 API Growth reports for STAR Program and complete CAHSEE data corrections are projected to be released in January 2006.

## **Direct-funded Charter Schools**

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- A direct-funded charter school is considered a school (rather than an LEA) for API purposes.

# Future Issues

## 2005 API Base

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The State Board of Education (SBE) is responsible for determining the indicators and methodology for each year's API reporting cycle, which begins with the API Base report. The 2005 API Base reports are scheduled to be released in March 2006. The SBE is tentatively scheduled to discuss any proposed changes to the 2005 API Base report at its January 2006 meeting.

### English Learners and Students with Disabilities

Although no new indicators (test results) are scheduled to be added to the 2005 API Base, the SBE will discuss how to include English learners and students with disabilities as API subgroups in order to meet the requirements of Senate Bill 722 (Chapter 915 of 2004). Senate Bill 722 requires that these subgroups be added to the API to align the API subgroup definition with that of the No Child Left Behind (NCLB). Both subgroups will be required to demonstrate comparable improvement beginning with the 2005-06 API reporting cycle. In addition, Senate Bill 722 (Chapter 915 of 2004) aligns the API definition of "numerically significant" with the AYP definition. The size of numerically significant subgroups for the API is now a minimum of 100 valid test scores or at least 50 valid test scores that constitute 15 percent or more of a school's total valid scores.

### Similar Schools Ranks

At its January 2006 meeting, the SBE also will discuss adding several new variables to the formula used to determine similar schools ranks. Currently, similar schools ranks have been confusing for some schools when the 100 schools with which they are compared do not appear similar on the demographic variables used in the calculation. Proposed changes to add new variables would help to reduce this confusion.

### Grades Eleven and Twelve CAHSEE

Grade eleven students who did not pass the CAHSEE in 2004 were eligible to retake the CAHSEE in 2005. The results will be counted in the 2005 API Base if a grade eleven student passed either part of the CAHSEE and will not be counted if the student did not pass either part.

Grade twelve students who did not pass the CAHSEE in 2004 or 2005 will be eligible to retake the CAHSEE in 2006. The results will be counted in the 2006 API Growth if a grade twelve student passed either part of the CAHSEE and will not be counted if the student did not pass either part.

The only time CAHSEE non-passers are counted in the API is for grade ten students who do not pass either part of the CAHSEE.

## 2006 API Base

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### Assignment of 200 Policy

When the California Standards Tests in mathematics and in science were added to the API in 2002 and 2003 respectively, a method of accounting for students who do not take these tests was needed. The policy that was adopted by the SBE for these cases was the “assignment of 200.” This policy was designed (1) to address the fact that these tests for high school students are end-of-course exams and not universally administered and (2) to provide an incentive for high schools to enroll students in rigorous, standards-based mathematics and science courses.

Due to recent changes in the API, the continued use of the “assignment of 200” policy was reviewed. Alternatives to the policy were developed into an issue paper, and discussions were held during 2005. The groups holding discussions included the Technical Design Group for the Public Schools Accountability Act (PSAA) Advisory Committee, the PSAA Advisory Committee, and accountability coordinators at the County and District Evaluators’ meetings on May 10 and May 19, 2005. These discussions resulted in a decision to delay changes to the “assignment of 200” until development of the 2006 API Base, when a recommendation would be made to eliminate the “assignment of 200” or reduce its effect by reducing the test weight for the assignments. Changing the policy at that time would coincide with the addition of the newly-developed science tests to be administered at grades eight and ten to meet the requirements of No Child Left Behind (NCLB). These tests are scheduled to be added to the 2006 API Base. The California Department of Education will be recommending to the SBE that some change be made to the “assignment of 200” policy beginning with the 2006 API Base.

### Below Level Testing

**The Standardized Testing and Reporting (STAR) Program will not allow out-of-level testing beginning in 2006.**

### Grades Eleven and Twelve CAHSEE

The results of grade eleven or twelve students who did not pass the CAHSEE in 2004 or 2005 will be counted in the 2006 API Base if the student passed either part of the CAHSEE and will not be counted if the student did not pass either part. The only time CAHSEE non-passers are counted in the API is for grade ten students who do not pass either part of the CAHSEE.

# Talking Points for Local Educational Agencies

Talking points with options 1, 2, or 3 can be adapted to address the progress of individual schools based on the 2004–05 API Growth reports. Statements concerning awards eligibility should note the lack of budgeted funds for API awards at this time.

- The key feature of California’s Academic Performance Index (API) continues to be its focus on academic growth.
- The API bases each school’s academic success on how much improvement is made. It acknowledges that not all schools start at the same place.
- This is the sixth year our schools have received Growth API reports to help monitor their progress toward meeting or maintaining academic performance goals established by the state. We feel the API reporting system is now well established at our schools.
- It is important to continue the API as a measure of our schools’ academic progress. Federal accountability requirements under No Child Left Behind (NCLB), with Annual Yearly Progress (AYP) reports, are still evolving.

## Option 1

- All (most) of our schools met (or exceeded) their 2004–05 API growth targets.
- In addition to reaching all growth targets, schools must show that at least 85 percent of their students took the Standardized Testing and Reporting (STAR) Program tests in each content area.
- Our schools (Most of our schools) continued to (maintain) surpass the state’s goal of 800 on the API and to meet their growth targets.
- Staffs at every school should be commended for their outstanding achievements.

## Option 2

- Most (some) of our schools met (or exceeded) their 2004–05 growth targets for the school and each student subgroup. Our schools should be praised for their continuing efforts to improve student learning.

## Option 3

- Our schools did not meet their 2004–05 growth targets (Our schools met their 2004–05 schoolwide growth targets, but some of their student subgroup results missed the mark). Our school staffs have been working hard to increase the academic achievement of all students.



- Calculations for the Growth API reports for our school(s) now include 2005 STAR Program results of the California Standards Tests (CSTs) in English-language arts and mathematics (in grades two through eleven), science (in grades five and nine through eleven), and history-social science (in grades eight, ten, and eleven). In addition, nationally norm-referenced test (NRT) results (in grades three and seven) are included in the API calculations. The California Alternate Performance Assessment (CAPA) also is included in grades two through eleven. The CAPA is a test for students with severe cognitive disabilities who are unable to take the STAR Program tests even with accommodations or modifications.
- In addition to STAR Program test results, the API Growth also includes results of the California High School Exit Examination (CAHSEE) at the high school level.
- Although all (most) of our schools as whole are meeting (advancing toward) their API targets, some groups of students within each school cannot keep pace. This apparent achievement gap among students within our schools must be addressed. Our school staffs currently are reviewing the 2005 results of the CSTs and CAPA (and CAHSEE for districts with high school students) for all groups of students attending our schools to (1) pinpoint specific learning needs and (2) identify the additional instruction and support each student needs to succeed.
- The focuses on CST, CAPA, and CAHSEE results in API calculations shows the continued emphasis in California on aligning the state's assessment and accountability system to what is being taught in California classrooms.
- Requiring all identified subgroups at our schools to reach 80 percent of their schoolwide growth target makes a strong statement that the achievement of all students is important.
- The staff, students, and parents at our school(s) will continue their efforts to help all students succeed. Their efforts have the full support of our school district and board of education. It takes everyone involved in our students' education to keep our schools on target in the march toward academic excellence.



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# API Timeline

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- August/September 2005**
- Notification letters concerning two data reviews mailed to LEAs and e-mailed to Accountability Coordinators in August and September. The data reviews include:
    - 2005 California High School Exit Exam (CAHSEE)
    - 2005 Standardized Testing and Reporting (STAR)All data review procedures conducted by the California Department of Education (CDE) are an effort to help LEAs increase the quality and accuracy of data.
  - 2004 Accountability Progress Reports posted on the CDE Web site at <http://ayp.cde.ca.gov>. The reports included schoolwide and LEA-wide 2005 API Growth information only.
- October 2005**
- Complete Academic Performance Index (API) reports for 2004–05 Growth (including subgroup APIs) posted on the CDE Web site at <http://api.cde.ca.gov>.
- January 2006**
- Final 2004–05 API Growth reports and final 2005 Accountability Progress Reports to be posted on the CDE Web site. These reports will reflect data corrections made through the test publisher.
  - State Board of Education to finalize the indicators and methodology for the 2005–06 API reporting cycle, which includes the 2005 API Base and the 2006 API Growth.
- March 2006**
- 2005 API Base reports to be posted on the CDE Web site at <http://api.cde.ca.gov>.
- August 2006**
- 2006 Accountability Progress Reports to be posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports will include schoolwide, LEA-wide, and subgroup 2006 API Growth information.

## API and AYP Key Elements

This chart shows a side-by-side comparison of the state Academic Performance Index (API) and federal Adequate Yearly Progress (AYP) accountability requirements for 2005. The requirements for meeting API targets are different from the requirements for meeting AYP. Under API requirements, established by the state Public Schools Accountability Act (PSAA) of 1999, schools are required to show growth annually in the API of at least 5 percent. Under AYP requirements, established by the federal No Child Left Behind (NCLB) Act of 2001, schools and local educational agencies (LEAs) are required to meet criteria in four areas: participation rate, percent proficient, API as additional indicator, and graduation rate (if applicable).

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind (NCLB) Act
System features	<ul style="list-style-type: none"> <li>Growth model with a statewide performance target of 800</li> <li>Compensatory (by student and content area)</li> <li>Each school has its own target</li> <li>Subgroup targets are 80% of school's target</li> </ul>	<ul style="list-style-type: none"> <li>Status model</li> <li>Every school, local educational agency (LEA), and subgroup have the same target</li> <li>Targets go up to 100% proficient by 2013–14</li> </ul>
Type of rating	Academic Performance Index (API) <ul style="list-style-type: none"> <li>Scale of 200 to 1000</li> <li>Decile ranks (traditional schools only):               <ul style="list-style-type: none"> <li>Statewide</li> <li>Similar schools ranks</li> </ul> </li> </ul>	Adequate Yearly Progress (AYP) <ul style="list-style-type: none"> <li>Meets or does not meet AYP</li> </ul>
School/LEA criteria	School: Meets schoolwide and subgroup API criteria: <ul style="list-style-type: none"> <li>Growth target of 5% of distance to 800</li> <li>OR</li> <li>API of 800 or above (statewide performance target)</li> <li>Subgroup targets at 80% of school's target</li> </ul> Note: LEAs do not receive APIs under state requirements of PSAA.	School or LEA meets all four schoolwide (or LEA-wide) and subgroup criteria: <ul style="list-style-type: none"> <li>Percent proficient or above in English-language arts (ELA) and mathematics (Annual Measurable Objectives [AMOs])</li> <li>Participation rate in ELA and math</li> <li>API indicator</li> <li>Graduation rate (only for high schools and LEAs with high school students)</li> </ul> Note: APIs are reported for LEAs in order to meet NCLB requirements.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Student testing policies: Participation rate	<ul style="list-style-type: none"> <li>Invalid API if &lt; 85% tested in a content area</li> <li>To be eligible for API awards, elementary and middle schools must have at least 95% tested and high schools must have at least 90% tested</li> <li>Credit for parent exemptions</li> <li>Limit on parent exemptions for valid API</li> </ul>	<ul style="list-style-type: none"> <li>Each LEA, school, and numerically significant subgroup must have at least 95% tested in both content areas in order to meet AYP criteria<sup>1</sup></li> <li>No credit for parent exemptions</li> <li>Each LEA has CAPA 1% limitation</li> </ul>
Improvement measure	Schools and subgroups must meet year-to-year API growth targets or statewide performance target	Schools, LEAs, and subgroups must meet a set achievement goal; no credit is given for growth if the school falls below the goal, except for safe harbor
Assessments	<p>Standardized Testing and Reporting (STAR) Program:</p> <ul style="list-style-type: none"> <li>California Standards Tests (CSTs)</li> <li>California Alternate Performance Assessment (CAPA)</li> <li>California Achievement Test, Sixth Edition Survey (CAT/6 Survey)</li> </ul> <p>California High School Exit Examination (CAHSEE)</p>	<p>STAR Program:</p> <ul style="list-style-type: none"> <li>CSTs</li> <li>CAPA</li> </ul> <p>CAHSEE</p>

<sup>1</sup> Participation rate criteria do not apply to small schools, LEAs, and subgroups with fewer than 50 students enrolled or to subgroups in a school with fewer than 100 students enrolled.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Grade levels and content areas tested	<p>ELA (including writing) and mathematics:</p> <ul style="list-style-type: none"> <li>• Grades two through eleven (CSTs and CAPA)</li> <li>• Grades three and seven (CAT/6 Survey)</li> <li>• Grades ten and eleven (CAHSEE)</li> </ul> <p>History-social science:</p> <ul style="list-style-type: none"> <li>• Grades eight, ten, and eleven (CSTs)</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Grade five and grades nine through eleven (CSTs)</li> </ul>	<p>ELA (including writing) and mathematics:</p> <ul style="list-style-type: none"> <li>• Grades two through eight (CSTs)</li> <li>• Grade ten (CAHSEE)</li> <li>• Grades two through eight and ten (CAPA)</li> </ul>
Test weights	<p>Grades two through eight:</p> <ul style="list-style-type: none"> <li>• CSTs and CAPA <ul style="list-style-type: none"> <li>– ELA 0.480</li> <li>– Mathematics 0.320</li> <li>– Science 0.200</li> <li>– History-social science 0.200</li> </ul> </li> <li>• CAT/6 Survey (grades three and seven) <ul style="list-style-type: none"> <li>– Reading 0.060</li> <li>– Language 0.030</li> <li>– Spelling 0.030</li> <li>– Mathematics 0.080</li> </ul> </li> </ul> <p>Grades nine through eleven:</p> <ul style="list-style-type: none"> <li>• CSTs and CAPA <ul style="list-style-type: none"> <li>– ELA 0.300</li> <li>– Mathematics 0.200</li> <li>– Science 0.150</li> <li>– History-social science 0.225</li> </ul> </li> <li>• CAHSEE <ul style="list-style-type: none"> <li>– ELA 0.300</li> <li>– Mathematics 0.300</li> </ul> </li> </ul>	None

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Levels of student performance	<p>Each student's performance band/level on test assigned a weighting factor in API calculation:</p> <p>STAR Program</p> <ul style="list-style-type: none"> <li>• CSTs/CAPA <ul style="list-style-type: none"> <li>– Advanced = 1000</li> <li>– Proficient = 875</li> <li>– Basic = 700</li> <li>– Below Basic = 500</li> <li>– Far Below Basic = 200</li> </ul> </li> <li>• CAT/6 Survey (grades three and seven) <ul style="list-style-type: none"> <li>– 80–99<sup>th</sup> national percentile rank (NPR) = 1000</li> <li>– 60–79<sup>th</sup> NPR = 875</li> <li>– 40–59<sup>th</sup> NPR = 700</li> <li>– 20–39<sup>th</sup> NPR = 500</li> <li>– 1–19<sup>th</sup> NPR = 200</li> </ul> </li> </ul> <p>CAHSEE</p> <ul style="list-style-type: none"> <li>• Passed (at least 350 on ELA or 350 on mathematics) = 1000</li> <li>• Not Passed = 200 (grade ten only)</li> </ul>	<p>Performance levels determine percent proficient or above:</p> <p>STAR Program</p> <ul style="list-style-type: none"> <li>• CSTs/CAPA <ul style="list-style-type: none"> <li>– Advanced or proficient = proficient or above</li> <li>– All else = not proficient</li> </ul> </li> </ul> <p>CAHSEE</p> <ul style="list-style-type: none"> <li>• Proficient (at least 380 on ELA or 380 on math) = proficient or above</li> <li>• All else = not proficient</li> </ul>
Other indicators: • Graduation rate	Not included <sup>2</sup>	<p>Federally mandated 4-year completion rate<sup>3</sup></p> <ul style="list-style-type: none"> <li>• Increase in rate (at least 0.1 for 2-year or 0.2 for 4-year average)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Annual status target (82.9% in 2005)</li> </ul>

<sup>2</sup> Graduation rates and attendance rates to be added to the API when valid and reliable.

<sup>3</sup> The graduation rate requirement applies only to high schools with a primary mission of graduating students.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Other indicators: • API	N/A	<ul style="list-style-type: none"> <li>Growth in the API of at least 1 point OR</li> <li>Annual status target (590 in 2005)</li> </ul>
Student groups	<ul style="list-style-type: none"> <li>All students</li> <li>African American (not of Hispanic origin)</li> <li>American Indian or Alaska Native</li> <li>Asian</li> <li>Filipino</li> <li>Hispanic or Latino</li> <li>Pacific Islander</li> <li>White (not of Hispanic origin)</li> <li>Socioeconomically disadvantaged (English learners and students with disabilities to be added in 2005 API Base)</li> </ul>	<ul style="list-style-type: none"> <li>All students</li> <li>African American (not of Hispanic origin)</li> <li>American Indian or Alaska Native</li> <li>Asian</li> <li>Filipino</li> <li>Hispanic or Latino</li> <li>Pacific Islander</li> <li>White (not of Hispanic origin)</li> <li>Socioeconomically disadvantaged</li> <li>English learners<sup>4</sup></li> <li>Students with disabilities</li> </ul>
Schools with no students in grades tested	API cannot be calculated, and other methods of reporting are not recommended under state requirements.	<ul style="list-style-type: none"> <li>Kindergarten and Kindergarten through grade one schools paired with feeder campus</li> <li>If no CAHSEE data, CST results used instead (where appropriate); if no CST results, LEA results used</li> <li>All schools required to have an AYP determination</li> </ul>
Minimum size criteria for student subgroups	<p>Schools:</p> <ul style="list-style-type: none"> <li>100 valid scores</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>50 valid scores comprising at least 15% of the valid scores</li> </ul> <p>Note: LEAs do not receive APIs under state requirements of PSAA.</p>	<p>LEAs and schools:</p> <ul style="list-style-type: none"> <li>100 valid scores</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>50 valid scores comprising at least 15% of the valid scores</li> </ul>

<sup>4</sup> Includes redesignated-fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST in ELA for three years.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Minimum size criteria for all students	Fewer than 11 valid scores at any school is not a valid API.  Note: LEAs do not receive APIs under state requirements of PSAA.	Fewer than 11 valid scores at any school or LEA is not displayed on CDE Web site to protect privacy of students/ teachers; results are still used
Small schools and LEAs	<ul style="list-style-type: none"> <li>On API reports, schools with 11–99 valid scores have API with asterisk to denote greater statistical uncertainty</li> <li>Schools with fewer than 11 valid scores do not have a valid API</li> </ul> Note: LEAs do not receive APIs under state requirements of PSAA.	<ul style="list-style-type: none"> <li>AYP calculated for all schools and LEAs</li> <li>Schools and LEAs with 1–99 valid scores have confidence intervals applied for percent proficient</li> <li>Schools or LEAs with fewer than 11 valid scores do not have AYP results displayed on CDE Web site but AYP results are calculated and AYP determination is made</li> </ul>
Student mobility	<p>A student who is continuously enrolled in school from prior calendar year California Basic Education Data System (CBEDS) data collection date to test date is counted in school API</p> Note: LEAs do not receive APIs under state requirements of PSAA.	<ul style="list-style-type: none"> <li>A student who is continuously enrolled in school from prior calendar year CBEDS data collection date to test date is counted in school AYP<sup>5</sup></li> <li>A student who is continuously enrolled in school district from prior calendar year CBEDS data collection date to test date is counted in LEA AYP and LEA API</li> </ul>
Data quality requirements	Data review process (August/September)	Data review process (August/September)
Alternative education	Alternative Schools Accountability Model (ASAM) criteria are used	ASAM schools have the same AYP criteria as other schools

<sup>5</sup> English learners who have been enrolled in a U.S. school for less than one year are not included in AYP calculation.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Interventions and sanctions	<ul style="list-style-type: none"> <li>• Immediate Intervention/Underperforming Schools Program (II/USP)                             <ul style="list-style-type: none"> <li>– Funds provided for school improvement</li> </ul> </li> <li>• High Priority Schools Grant Program                             <ul style="list-style-type: none"> <li>– Funds provided for school improvement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Program Improvement (PI) requirements for Title I schools and LEAs                             <ul style="list-style-type: none"> <li>– Additional federal requirements</li> </ul> </li> </ul>
Awards	Governor's Performance Awards (GPA) program (no funding available)	No monetary awards



# Background Information

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The Background Information part of the guide is provided for readers who are unfamiliar with the basic rules and method of API calculation and information provided in API reports. This part of the guide describes the origins, requirements, and calculation of the API.

## What Is the API?

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The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school's or LEA's performance level based on the results of statewide testing. The API was established by California's Public Schools Accountability Act (PSAA) of 1999. The PSAA has three main components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for schools serving non-traditional populations. Other programs that relate to the API also have been added legislatively.

Results from the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE) are used in calculating the API. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base year API is subtracted from its next year's growth API to determine how much the school grew in a year.

### Measuring Annual Improvement: Stability and Change

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Under state law, the API has two major purposes:

- To measure growth of school performance from one year to the next, and
- To rank schools on an annual basis.

At first glance, the calculation of growth is a simple matter: growth in the API is the increase from one year's API to the next year's API. However, this process is complicated by the phase-in of new indicators. To address this complication, growth in the API is calculated on the basis of common indicators.

School API rankings for a particular year, on the other hand, are based on all available indicators, including new ones. This API, including all new indicators, becomes the baseline against which to compare the next year's API.

### Difference Between API Base and API Growth

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In order to meet state requirements and phase-in of new indicators, the API is reported as an "API Base" and an "API Growth." The API Base, released after the beginning of the calendar year, includes continuing and any new indicators based on prior year spring statewide test results. The API Base serves as the baseline for comparisons with the API Growth, and school rankings are reported for the API Base. The API Growth, released in the fall, is calculated in exactly the same fashion and with the same indicators as the prior year API Base but is based on test results from the following year. The API Growth establishes whether schools met their API growth targets.

The 2004 API Base report, released in March 2005, was based on results of spring 2004 statewide testing. The 2005 API Growth report, released in October 2005, is based on results of spring 2005 statewide test results. The 2004 API Base is subtracted from the 2005 API Growth to produce the 2004–05 Growth in the API.

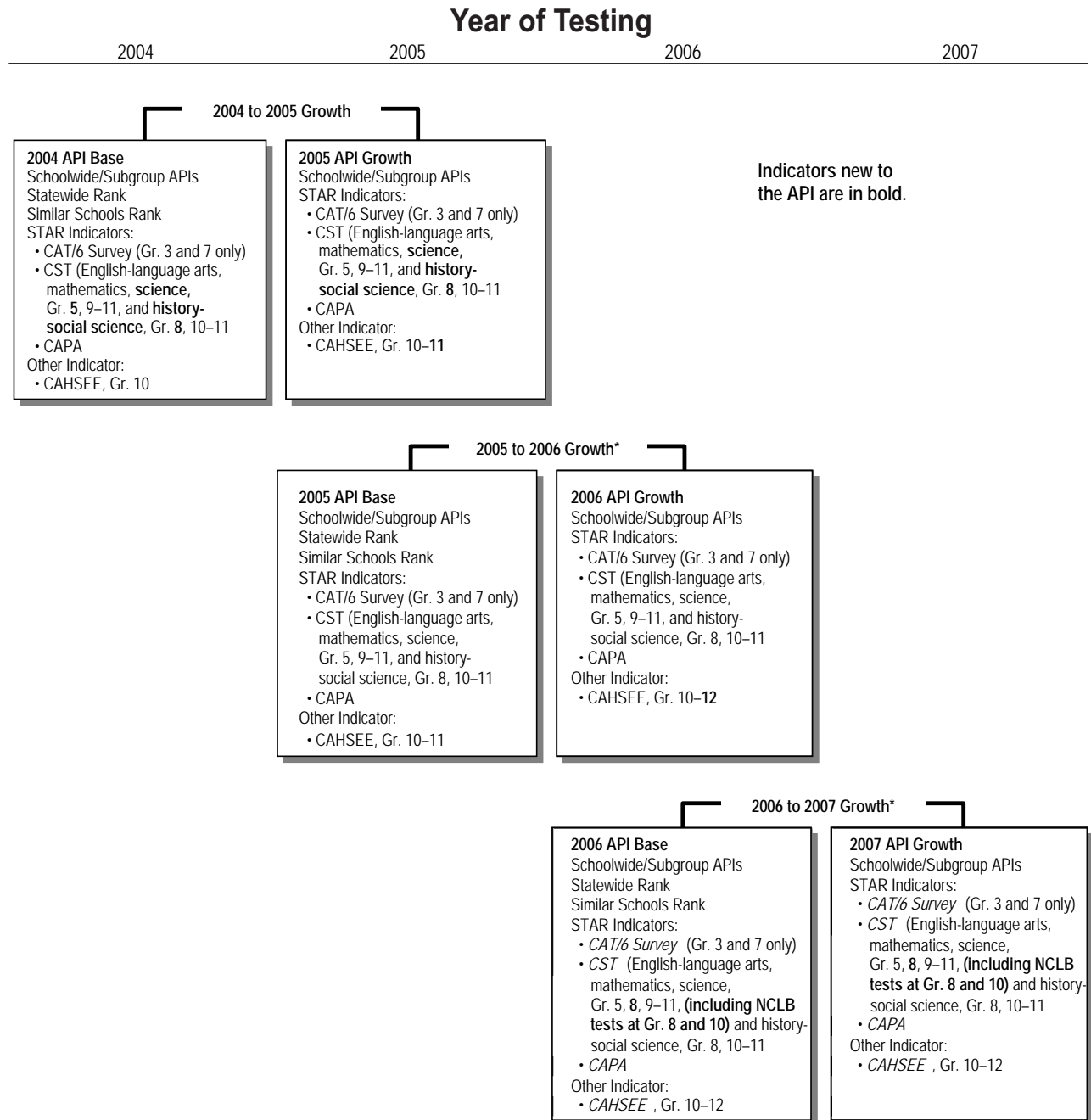
The API Base report includes the API Base, targets, and ranks. The API Growth report includes API Growth, growth achieved, whether targets were met, and awards eligibility.

The 2004 API Base report and 2004–05 API Growth report contain the following data elements:

2004 API Base Report (released March 2005)	2004-05 API Growth Report (released October 2005)
Number of Students Included in the API <b>Base</b>	STAR 2005 Percent Tested Number of Students Included in the API <b>Growth</b> 2005 API Growth 2004 API Base
2004 API Base	
2004 Statewide Rank	
2004 Similar Schools Rank	
2004–05 Growth Target	2004–05 Growth Target
2005 API Target (2004 API Base + 2004–05 Growth Target)	
List of Similar Schools	2004–05 API Growth (2005 API Growth – 2004 API Base)  Met Growth Target <ul style="list-style-type: none"> <li>• Schoolwide</li> <li>• Comparable Improvement (Subgroups)</li> <li>• Both Schoolwide and Comparable Improvement</li> </ul> Similar Schools Median 2005 API Growth Similar Schools Median 2004 API Base
Subgroup Information	Subgroup Information
School Demographic Characteristics	School Demographic Characteristics
School Content Area Weights	School Content Area Weights

## API Reporting Cycle

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided after the first of the calendar year, and the growth reports are provided each fall.



\* Pending adoption by the State Board of Education.

# Who Receives an API?

## Schools and LEAs That Receive a 2005 API Growth Score

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Most schools and local educational agencies (LEAs) will receive a 2005 API Growth. An LEA can be a school district or a county office of education.

- **Traditional schools**

All traditional schools, including year-round schools, receive an API.

- **Charter schools**

Charter schools receive an API. Direct-funded charter schools are considered schools for API purposes and do not receive a separate API as a school district.

- **Alternative Schools Accountability Model (ASAM) schools**

Schools in the Alternative Schools Accountability Model (ASAM) receive an API for federal No Child Left Behind (NCLB) purposes only. ASAM provides accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). The ASAM is a multiple-indicator system that includes performance and pre-post assessment indicators approved by the SBE, and state assessment results as summarized in the API. ASAM schools select indicators and report data at the end of each school year. More information about ASAM is located on the CDE Web site at <http://www.cde.ca.gov/ta/ac/am>.

- **Small schools**

Small schools are defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) program scores for API purposes. Small schools receive an API and statewide rank with an asterisk to denote the greater statistical uncertainty of an API based on small numbers of student results.

- **School districts and county offices of education**

School districts and schools administered through a county office of education receive an API in order to meet federal NCLB requirements.

## Schools and LEAs That Do Not Receive a 2005 API Growth Score

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A small number of schools and LEAs do not receive an API as a result of one or more of the following circumstances:

- The LEA notifies the California Department of Education (CDE) that there were testing irregularities at a school affecting five percent or more of pupils tested.
- The LEA notifies the CDE and the CDE approves the request that the student population is not representative of a school.
- The LEA notifies the CDE and the CDE approves the request that a significant demographic change occurred at a school between the API Base and API Growth, and the APIs between years would not be comparable. (This requirement applies to the API Growth reports only.)
- A school's proportion of parental waivers compared to its STAR Program enrollment is equal to or greater than 20 percent. If parental waivers compared to its STAR Program enrollment is equal to or greater than 10 percent but less than 20 percent, the CDE will conduct standard statistical tests to see if the school's tested population is representative of the total school population. If the school does not pass the check of representativeness, the school's API is considered invalid, and the school does not receive an API.
- The school's proportion of the number of test takers in English-language arts or mathematics compared with the total numbers of test takers is less than 85 percent. This now only applies to schools with at least 100 students enrolled in a content area since the California Basic Educational Data System (CBEDS) data collection date.
- Information is made available to the CDE, and the CDE determines that the integrity of the API has been jeopardized.
- The school has fewer than 11 valid scores.

Summaries of the *California Code of Regulations* and the *Education Code* relating to what constitutes a valid API are provided in the Appendix on pages 65 to 66.

Schools and LEAs that do not receive a 2005 API Growth score for **state API reporting** (one or more of the above categories) DO receive a 2005 API Growth score for **federal AYP reporting** with the exception of (1) schools or LEAs with a significant demographic change and (2) schools or LEAs with fewer than 11 valid scores.

# 2005 API Growth

## API Indicators

The results of certain statewide assessments are indicators used in the API. The results from the 2005 Standardized Testing and Reporting (STAR) Program and the 2005 California High School Exit Examination (CAHSEE) were used in calculating the 2005 API Growth.

### Content Areas and Grade Levels of State Assessments Used in the API

This table lists the content areas and grade levels of the assessments used in calculating the 2005 API Growth. The test results of the same assessment areas were used in calculating the 2004 API Base.

#### 2005 Standardized Testing and Reporting (STAR) Program

##### ■ California Standards Tests (CSTs)

- The California English-Language Arts Standards Test (CST in ELA) was included for all grade levels assessed: grades two through eleven, including a writing assessment at grades four and seven.
- The California Mathematics Standards Test (CST in mathematics) was included for all grade levels assessed: grades two through seven, and grades eight through eleven for the following course-specific tests:
  - General mathematics (grades eight and nine only)
  - Algebra I
  - Geometry
  - Algebra II
  - Integrated mathematics 1, 2, or 3
  - High School Summative Mathematics Test
- The California History-Social Science Standards Test (CST in history-social science) was included for grade eight, grade ten (world history), and grade eleven (U.S. history).
- The California Science Standards Test (CST in science) was included for grade five and for grades nine through eleven for the following course-specific tests:
  - Biology/life sciences
  - Earth science
  - Chemistry
  - Physics
  - Integrated/coordinated science 1, 2, 3, or 4

##### ■ California Alternate Performance Assessment (CAPA)

- The CAPA in English-language arts and mathematics was included for grades two through eleven. The CAPA is based on alternate statewide standards.

##### ■ Norm-referenced test (NRT)

- The California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) was included for all content areas at grades three and seven only. Content areas tested included reading, language, spelling, and mathematics.

#### 2005 California High School Exit Examination (CAHSEE)

- The CAHSEE, administered in February and March 2005 (and May for make-ups), was included for grade ten and for grade eleven if the student passed. The CAHSEE covers English-language arts, including a writing assessment, and mathematics.

## Performance Levels and Weighting Factors Used in the API

The API calculation method determines the API as the weighted average of student scores across content areas and tests results within the school. To calculate the API, individual student scores from each indicator are combined into a single number (the API) to represent the performance of a school.

Students' performance levels on the CSTs, national percentile ranks (NPR) on the CAT/6 Survey (at grades three and seven only), and pass/no pass scores on the CAHSEE are used in conjunction with weighting factors to determine a weighted score for a content area. Performance levels on the CAPA also are included in the API and treated in the same way as standard CST performance levels. A scale score of at least 350 on the CAHSEE is considered passing for the API.

CST Performance Levels	NRT Performance Bands	CAHSEE Score	Weighting Factors	Point Gain for Movement
Advanced	80–99th NPR	Pass	1000	$1000 - 875 = 125$
Proficient	60–79th NPR	N/A	875	$875 - 700 = 175$
Basic	40–59th NPR	N/A	700	$700 - 500 = 200$
Below Basic	20–39th NPR	N/A	500	$500 - 200 = 300$
Far Below Basic	1–19th NPR	No Pass	200	N/A

NPR = National Percentile Rank

The “Point Gain for Movement” column illustrates that the weighting factors of the API were established as a progressive weighting method to encourage low performing schools to improve. For example, this column shows that moving students from the far below basic level to the below basic level will result in a greater API growth than moving students from below basic to basic. This is because the weighting factor for the API increases by a greater increment (shown as point gain for movement) between the far below basic level and the below basic level (e.g., an increase of 300 points) than for any other increase (e.g., 200, 175, and 125). This suggests that a greater API gain can occur through improvement of the lowest performing groups in the school.

## Test Weights

Test weights are the weights that are assigned to each tested content area used in the API. The SBE recognized that the question of the appropriate test weights is a policy issue rather than a technical issue, and its members adopted test weights that they believed reflected the curriculum priorities in California public education.

**Test weights are applied at the individual student test level rather than at the school level.** Test weights are shown as decimals rather than percentages to



distinguish them as student test level weights. The test weights are the same for the API Base and API Growth within an API reporting cycle. The test weights are the same for all schools (based on grade spans two through eight and nine through eleven) and are the same for a school's API as well as for its subgroup APIs. The SBE adopted separate test weights for grades two through eight and for grades nine through eleven.

## Grades Two Through Eight

The SBE adopted the following test weights for grades two through eight:

**Test Weights, Grade 2–8 Levels**

Content Area	2004–05 API Test Weights
CST in ELA	0.480
CST in Mathematics	0.320
CST in Science	0.200
CST in HSS	0.200
NRT Reading	0.060
NRT Language	0.030
NRT Spelling	0.030
NRT Mathematics	0.080
Total	1.400

**Note:** The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

## Grades Nine Through Eleven

The SBE adopted the following test weights for grades nine through eleven:

**Test Weights, Grade Levels 9–11**

Content Area	2004–05 API Test Weights
CST in ELA	0.300
CST in Mathematics	0.200
CST in Science	0.150
CST in HSS	0.225
CAHSEE ELA	0.300
CAHSEE Mathematics	0.300
Total	1.475

**Note:** The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

## Content Area Weights for Each School

Content area weights are the exact weightings for a school that are applied to each content area used in calculating an API for the school. Content area weights at the school level are unique to each school, based on the test weights estab-

lished by the SBE, the school's grade span configuration, and the number of valid test scores in each content area for the school. A school's content area weights are not needed in calculating the API, but they are provided on the API reports for information only.

**Content area weights differ from test weights because they are school level weights (rather than student level test weights), and they are not the same for all schools.** In addition, although the test weights established by the SBE remain the same within an API reporting cycle, a school's unique content area weights within a reporting cycle may be slightly different for the API Base and Growth (e.g., 2004 API Base and 2005 API Growth). The amount of difference will depend on the amount of variation in the counts and grade levels of test takers in the base year (e.g., 2004) and the growth year (e.g., 2005) at the school.

Examples on pages 34 to 36 show how content area weights are determined. The example on page 37 shows the school level content area weights for the most common grade spans, using the assumption that there are an equal number of valid scores at each grade level, and there are no missing data.

## Comparison of Test Weights and Content Area Weights

The following table describes differences between test weights and content area weights used in calculating an API for a school or LEA:

	Test Weights	Content Area Weights
Same weights for all schools?	Yes. The test weights were set by the SBE and are the same for all schools and school districts. Test weights are applied according to the grade levels tested. Grade levels 2–8 have one set of weights, and grade levels 9–11 have a different set of weights.	No. The content area weights may vary slightly from school to school depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data.
Same weights for 2004 API Base and 2005 API Growth?	Yes. The test weights set for the 2004 API Base are the same used for the 2005 API Growth. The test weights will probably be the same for the following year's API reporting cycle (2005–06) because there are no new indicators scheduled to be added to the API.	No. The content area weights may vary slightly between a school's 2004 API Base and its 2005 API Growth for the same reasons as the previous question.
Same weights school API and subgroup APIs?	Yes. The test weights are the same for a school's API as well as for its subgroup APIs.	No. The content area weights may vary slightly between the schoolwide API and the subgroup APIs at a school for the same reasons as the previous question.
Same weights for all LEA?	Yes. The same test weights used for school APIs are used for LEA APIs.	No. The content area weights may vary slightly between school district APIs and school APIs for the same reasons as the previous question.

## Scale Calibration Factors

The scale calibration factor (SCF) provides a positive or negative adjustment to every school's API each year in order to maintain consistency in the **statewide API scale** from one API reporting cycle to the next. SCFs are the same within each API reporting cycle; therefore, the 2004 API Base SCF is the same as the 2005 API Growth SCF. The SCF does not allow for comparisons of **school or LEA APIs** from one reporting cycle to the next.

In general, the calculation of the SCF for the 2004–05 API reporting cycle is the difference between the statewide average 2004 API Growth and the statewide average 2004 API Base. SCFs are calculated separately for elementary grades (two through six), middle grades (seven and eight), and high grades (nine through eleven). While all APIs include the SCF, some schools, (including those in the Alternative Schools Accountability Model [ASAM]), small schools, and schools with data problems, are excluded from the SCF calculation. The SCF is applied to each numerically significant subgroup API at a school in the same way as the SCF is applied to the schoolwide API.

**2004–05 API Scale Calibration Factors (SCFs)**

Grade Levels	SCF
Grades 2–6	30.37
Grades 7–8	43.89
Grades 9–11	29.70

## Additional Calculation Rules (Bridge Schools)

To accommodate the inclusion of the SCF, the API is calculated separately for three main grade span segments: grade levels two through six, seven through eight, and nine through eleven. However, some schools, referred to as “bridge schools,” have grade spans that overlap these categories (i.e., kindergarten through grade eight or kindergarten through grade twelve). In these cases, the API is the average of the APIs for the grade span segments, weighted by the total test weight for students with valid STAR scores in the segments. For example, the API for an LEA with kindergarten through grade twelve is the weighted average of the APIs for grades two through six, seven through eight, and nine through eleven.

## Spreadsheet Examples for Calculating the API and School Content Area Weights

The following three pages provide examples of how the 2005 API Growth is calculated for:

- Elementary School (Grades Two Through Six)
- Middle School (Grades Seven Through Eight)
- High School (Grades Nine Through Eleven)

Each example also shows how the content area weights are calculated for the example school (Column G on pages 34 through 36). The same method was used to calculate the 2004 API Base reports, which were released in March 2005.

**Calculation spreadsheets in the format of these examples allowing users to input their own data are provided on the API Web site at <http://www.cde.ca.gov/ta/ac/ap/>.**

The API is calculated by following five basic steps:

1. Apply calculation rules to student results to determine what valid scores are used in the calculations (see pages 63 through 69). Enter the scores in the appropriate boxes under the heading "Valid Scores by Content Area and Performance Level/Band." For each content area and test type, multiply each Performance Level Weighting Factor by the number of corresponding valid scores. (The Performance Level Weighting Factors are 1000, 875, 700, 500 or 200.) Sum the results for each content area and test type. The results are shown in column E. The chart below shows how the result in Column E is derived for the content area of CST in ELA for the elementary school example shown on page 34:

Performance Level Weighting Factors (fixed)	ELA Valid Scores	ELA Performance Level Weighting Factors x Valid Scores
1000	110	110,000
875	93	81,375
700	79	55,300
500	63	31,500
200	34	6,800
<b>Total</b>		<b>284,975</b>
(This sum is displayed under Column E for the row shown as "CST in ELA.")		

2. Multiply the results in Column E by the test weights (displayed under Column A), which were established by the SBE. The products are shown in Column F.
3. Sum the products of #2 (sum of Column F).
4. Sum the test weights applied to each student score (sum of Column D).
5. Divide #3 by #4 and add the SCF to produce the school's API.

# Example of 2005 API Growth for an Elementary School (Grades Two Through Six)

California Standards Test (CST) and  
California Alternate Performance Assessment (CAPA)

California Achievement Test,  
6th Edition (CAT/6 Survey)

Valid Scores by Content Area and Performance Level/Band

Performance Level  
Weighting Factors  
(fixed)

Performance Level	Performance Levels	ELA	Mathematics	Science
1000	5 Advanced	110	94	31
875	4 Proficient	93	112	22
700	3 Basic	79	76	15
500	2 Below Basic	63	49	13
200	1 Far Below Basic	34	48	10
	Number of Students	379	379	91

Step 1

Step 2

A	B	C	D	E	F	G
Test Weights (fixed)	Content Area	Valid Scores	Total Weight A x C	Sum Performance Level Weighting Factors x Valid Scores	Test Weights x Scores A x E	School Content Area Weights D ÷ Sum of D
0.48	CST in ELA	379	181.92	284975	136788.00	54.631%
0.32	CST in Math	379	121.28	279300	89376.00	36.420%
0.20	CST in Science	91	18.20	69250	13850.00	5.465%
0.06	CAT/6 - Reading	58	3.48	40175	2410.50	1.045%
0.03	CAT/6 - Language	58	1.74	43725	1311.75	0.523%
0.03	CAT/6 - Spelling	58	1.74	43750	1312.50	0.523%
0.08	CAT/6 - Math	58	4.64	44950	3596.00	1.393%

Total

333.00 806125 248644.75 100.000%

Step 4

Step 3

Sum of F ÷  
Sum of D  
Scale  
Calibration  
Factor (fixed)

746.68 + 30.37 = 777

Step 5

API

# Example of 2005 API Growth for a Middle School (Grades Seven Through Eight)

California Standards Test (CST) and  
California Alternate Performance Assessment (CAPA)

California Achievement Test,  
6th Edition (CAT/6 Survey) (Grade 7 only)

## Valid Scores by Content Area and Performance Level/Band

Performance Level  
Weighting Factors  
(fixed)

Performance Level	Advanced	ELA	Mathematics	History
1000	5	2	5	0
875	4	7	7	2
700	3	9	11	4
500	2	16	19	7
200	1	23	11	14
200	1	Untested	4	NA
Number of Students				
57				
27				

Reading	Language	Spelling	Mathematics	Performance Band
1	2	4	2	80-99th NPR
5	5	2	4	60-79th NPR
3	5	5	5	40-59th NPR
6	6	9	7	20-39th NPR
15	12	10	12	1-19th NPR

"Untested" applies only  
to grade eight CST  
in Mathematics.

NPR = National Percentile Rank

Step 1

Step 2

A	B	C	D	E	F	G
Test Weights (fixed)	Content Area (fixed)	Valid Scores	Total Weight A x C	Sum Performance Level Weighting Factors x Valid Scores	Test Weights x Scores A x E	School Content Area Weights D ÷ Sum of D
0.48	CST in ELA	57	27.36	27025	12972.00	48.000%
0.32	CST in Mathematics	57	18.24	31325	10024.00	32.000%
0.20	CST in History-Social Science	27	5.40	10850	2170.00	9.474%
0.06	CAT/6 - Reading	30	1.80	13475	808.50	3.158%
0.03	CAT/6 - Language	30	0.90	15275	458.25	1.579%
0.03	CAT/6 - Spelling	30	0.90	15750	472.50	1.579%
0.08	CAT/6 - Math	30	2.40	14900	1192.00	4.211%

Total

Sum of F ÷  
Sum of D

492.93

+

Scale  
Calibration  
Factor (fixed)

43.89

=

API

537 \*

Step 5

\* This API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) program test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

# Example of 2005 API Growth for a High School (Grades Nine Through Eleven)

"Untested" applies to grades nine through eleven CST in Mathematics and grades nine through eleven in CST Science only.

C alifornia Standards Test (CST) and  
California Alternate Performance Assessment (CAPA)

California High School Exit Exam  
(CAHSEE)

## Valid Scores by Content Area and Performance Level

Performance Level Weighting Factors (fixed)	Performance Levels					Performance Level		
	5 Advanced	4 Proficient	3 Basic	2 Below Basic	1 Far Below Basic	ELA	Mathematics	Science
1000	5	4	3	2	1	509	514	Pass
875								
700								
500								
200						23	17	No Pass
200								
Number of Students						532	531	

Step 1

Step 2

A	B	C	D	E	F	G
Test Weights (fixed)	Content Area	Valid Scores	Total Weight A x C	Sum Performance Level Weighting Factors x Valid Scores	Test Weights x Scores A x E	School Content Area Weights D ÷ Sum of D
0.300	CST in ELA	1564	469.20	1221775	366532.500	31.09%
0.200	CST in Math	1564	312.80	1307250	261450.000	20.73%
0.150	CST in Science	1182	177.30	954200	143130.000	11.75%
0.225	CST in Social Science	1027	231.08	858000	193050.000	15.31%
0.300	CAHSEE ELA	532	159.60	513600	154080.000	10.57%
0.300	CAHSEE Math	531	159.30	517400	155220.000	10.55%

Total

1509.28

5372225

1273462.500

100.00%

Sum of F ÷ Sum of D = 843.76

Scale Calibration Factor (fixed) = 29.70

API

= 873

Step 4

Step 3

Step 5

## School API Content Area Weights for the Most Common Grade Spans

The table below shows the school level API content area weights for common grade spans, **assuming there are an equal number of valid scores at each grade level and no missing data**. If some students at a school do not take one or more tests, the indicator weights would be slightly different than those shown below.

Content Area	Grade Span											
	K-2	K-3	K-4	K-5	K-6	6-8	7-8	K-8	9-12	10-12	K-12	7-12
CST in ELA	60.0%	53.3%	55.4%	53.3%	54.5%	51.4%	48.0%	52.5%	30.0%	25.5%	45.3%	37.2%
CST in Mathematics	40.0%	35.6%	36.9%	35.6%	36.4%	34.3%	32.0%	35.0%	20.0%	17.0%	30.2%	24.8%
CST in Science				5.6%	4.5%			3.1%	15.0%	12.8%	6.9%	9.0%
CST in History-social science						7.1%	10.0%	3.1%	15.0%	19.1%	6.9%	13.0%
NRT Reading		3.3%	2.3%	1.7%	1.4%	2.1%	3.0%	1.9%			1.3%	1.2%
NRT Language		1.7%	1.2%	0.8%	0.7%	1.1%	1.5%	0.9%			0.6%	0.6%
NRT Spelling		1.7%	1.2%	0.8%	0.7%	1.1%	1.5%	0.9%			0.6%	0.6%
NRT Math		4.4%	3.1%	2.2%	1.8%	2.9%	4.0%	2.5%			1.7%	1.6%
CAHSEE ELA									10.0%	12.8%	3.2%	6.0%
CAHSEE Math									10.0%	12.8%	3.2%	6.0%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

### Note:

**Boxes show most common grade spans statewide.**

Examples assume equal numbers of students at each grade level and no missing data.



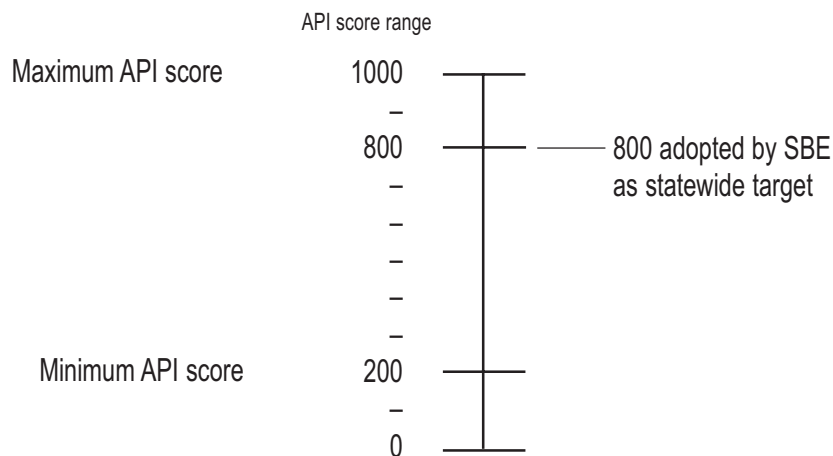
# What Are API Targets?

Growth targets are set for each school as a whole and for each numerically significant subgroup in the school. An API score of 800 is the statewide performance target. The annual growth target for a school is 5 percent of the difference between a school's API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide growth target.

## Statewide API Performance Target

The State Board of Education (SBE) is responsible for setting an API statewide performance target. The SBE has set an API score of 800 as the target to which all schools should aspire.

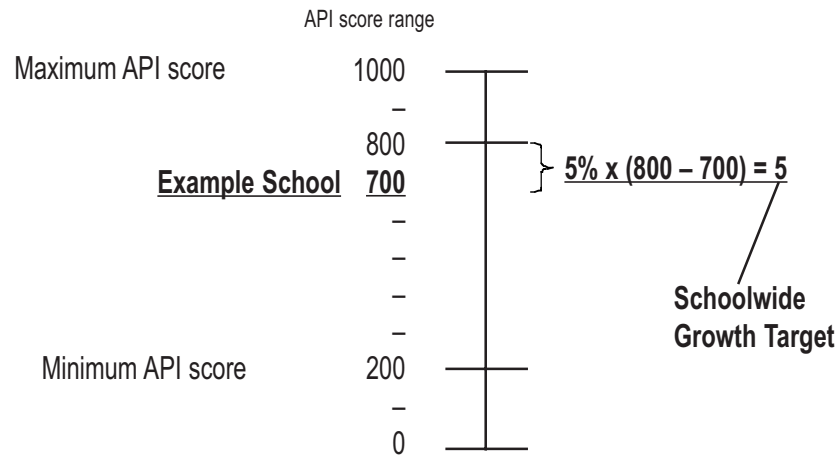
### Example of Statewide API Performance Target



## Annual API Growth Target

The annual API growth target is defined as 5 percent of the difference between the school's API and the statewide performance target, or a minimum of one point growth.

### Example of API Growth Target (5% Difference Between API Base and Statewide Target)

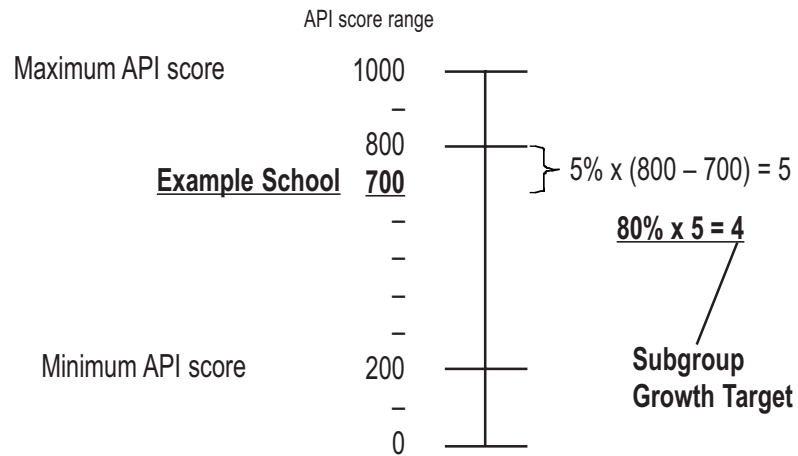


Growth targets are rounded to the nearest whole number. API Growth targets under state requirements are different from targets for meeting federal Adequate Yearly Progress (AYP) requirements.

## Comparable Improvement (Subgroups)

To meet all state API growth target requirements, each numerically significant subgroup in a school must “demonstrate comparable improvement” in meeting API targets. The law is silent on exactly what comparable improvement in the API means. The SBE defines this concept. It only applies to ethnic and socioeconomically disadvantaged student subgroups. Currently, each numerically significant student subgroup must achieve at least 80 percent of the schoolwide annual growth target. Growth targets are rounded to the nearest whole number.

## Example of API Subgroup Growth Target (80% of Schoolwide Growth Target)



## Definitions of Subgroups Used in the 2004–05 API Growth Reports

The SBE has defined subgroups for the API as follows:

<p>A “numerically significant subgroup” for the API is defined as:</p>	<ul style="list-style-type: none"> <li>■ 100 or more students with valid STAR Program scores</li> <li>OR</li> <li>■ 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores</li> </ul> <p>For the Growth API, subgroups must be numerically significant in both the base and growth years.</p>
<p>Subgroups used in API calculations include:</p>	<ul style="list-style-type: none"> <li>■ African American or Black (not of Hispanic origin)</li> <li>■ American Indian or Alaska Native</li> <li>■ Asian</li> <li>■ Filipino</li> <li>■ Hispanic or Latino</li> <li>■ Pacific Islander</li> <li>■ White (not of Hispanic origin)</li> <li>■ Socioeconomically Disadvantaged</li> </ul>
<p>“Socioeconomically disadvantaged” is defined as:</p>	<ul style="list-style-type: none"> <li>■ A student whose parents both have not received a high school diploma</li> <li>OR</li> <li>■ A student who participates in the free or reduced price lunch program, also known as the National School Lunch Program (NSLP)</li> </ul>

These data are based on the results of the spring STAR Program administration student answer document.

## Schoolwide and Subgroup Growth Target Requirements

### To Meet the Schoolwide Growth Target...

If the school's API Base is between 200 and 780 (Column A), the school's growth target is 5 percent of the difference between a school's API Base and the state-wide performance target of 800. If the school's API Base is between 781 and 799 (Column B), the school's growth target is a one point gain. If the school's API Base is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

**Schoolwide  
Growth Target:**

<i>Schoolwide API Base</i>		
200 to 780	781 to 799	800 or more
A	B	C
5% difference between school API and 800	1 point gain	Maintain 800 or more

### To Meet the Subgroup Growth Targets...

The growth targets for numerically significant subgroups will depend on the schoolwide API Base. If the school's API Base is between 200 and 780 (Column A) and the subgroup API Base is between 200 to 799 (Row 1), the growth target for the subgroup is 80 percent of the schoolwide target.<sup>1</sup> If the school's API Base is 781 or more (Columns B and C) and the subgroup API Base is between 200 to 799 (Row 1), the growth target for the subgroup is a one point gain. Regardless of the school's API Base, if the subgroup API Base is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

**Subgroup  
Growth Target:**

		<i>Schoolwide API Base</i>		
		200 to 780	781 to 799	800 or more
		A	B	C
Subgroup API Base	200 to 799	1	80% of schoolwide target <sup>1</sup>	1 point gain
	800 or more	2	Maintain 800 or more	

<sup>1</sup> The subgroup growth target is 80 percent of the schoolwide growth target unless the subgroup growth target would exceed the difference between the subgroup API and 800. In these cases, the subgroup growth target equals the difference between the subgroup API and 800.

## What Is Growth in the API?

Growth in the API (2004–05 API Growth) is calculated by subtracting the 2004 API Base from the 2005 API Growth.

### Example of API Growth from 2004 to 2005

<i>Schoolwide</i>				
2005 API Growth	2004 API Base	2004–05 API Growth	2004–05 Growth Target	Met Growth Target?
720	700	20	5	Yes

<i>Each Numerically Significant Subgroup</i>				
2005 Subgroup API Growth	2004 Subgroup API Base	2004–05 Subgroup API Growth	2004–05 Subgroup Growth Target	Met Subgroup Growth Target?
740	730	10	4	Yes
800	810	–10	A	Yes
700	680	20	4	Yes
690	685	5	4	Yes

The third column shows growth in the API from 2004 to 2005. The fourth column shows the growth targets. **An “A” in this column means the school or subgroup scored at or above the statewide performance target of 800 for the 2004 API Base.** In these cases, the school must maintain 800 or above to meet its API growth target. The fifth column shows whether the school and subgroups met their growth targets. See the “Sample Internet Reports” on pages 46 through 61 for further notations.

The subgroup API is calculated in exactly the same way as the school API. To meet comparable improvement, each numerically significant subgroup at the school must meet its subgroup growth target.

The 2004–05 API Growth is compared to the 2004–05 Growth Target to determine if state required targets were met. To meet its state API growth targets, a school must meet or exceed its schoolwide growth target and its subgroups must demonstrate comparable improvement (i.e., each numerically significant subgroup at the school must meet its growth target).

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## Participation Rate (STAR 2005 Percent Tested)

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The participation rate is used to determine the validity of an API. The California *Code of Regulations*, Title 5, specifies that an API shall be considered invalid if the percent of test takers in grades two through eleven in a content area is less than 85 percent (see Appendix, page 71). The definition of the 85 percent rule was revised beginning with the 2005 API Growth to allow more schools to receive an API. The new definition applies the 85 percent rule only if the school has 100 or more students enrolled in each content area since the California Basic Educational Data System (CBEDS) data collection date.

Eligibility for API awards also requires a 95 percent participation rate for elementary and middle schools or a 90 percent participation rate for high schools in the percent of students tested in the STAR Program. This requirement is applied at the school level only across content areas tested. Funding for API awards is currently unreliable but may be reinstated in future years.

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### Formula for 2005 API Growth Participation Rate

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Number tested on CST, CAT/6 Survey, and CAPA, grades 2–11

STAR enrollment first day of testing, grades 2–11,  
less student records with parent exemptions

**Note:** CAT/6 Survey includes grades three and seven only.

# Meeting or Not Meeting State API Growth Targets

## Interventions

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Schools that do not meet state API growth target requirements may be eligible for new or continued funding for intervention programs, including the state High Priority Schools Grant (HPSG) program, Immediate Intervention/Underperforming Schools Program (II/USP), and the federal Comprehensive School Reform (CSR) program.

For more information about these requirements and programs, contact the High Priority Schools Office of the CDE at (916) 324-3236 or at <http://www.cde.ca.gov/ta/lp/>.

## Awards

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Schools or teachers that meet certain API requirements can apply for various recognition or awards programs, including the following:

### Schools

- California Distinguished Schools Program  
Contact:  
API Awards Unit  
California Department of Education  
(916) 319-0866  
<http://www.cde.ca.gov/ta/ac/pa/awards.asp>
- Title I Achieving Schools Program  
Contact:  
School and District Accountability Division  
(916) 319-0926  
<http://www.cde.ca.gov/ta/ac/ti/awardsprogram.asp>
- Schools to Watch Taking Center Stage Program  
Middle and High School Improvement Office  
(319) 322-1892  
<http://www.cde.ca.gov/ci/gs/mg/>

Funding for the Governor's Performance Award (GPA) Program, established under the Public Schools Accountability Act (PSAA) of 1999, is currently unavailable but may be reinstated in future years.

## Teachers

- Extra Credit Home Purchase Program

Contact:

The California Debt Limit Allocation Committee

915 Capitol Mall, Room 303

Sacramento, CA 95814

(916) 653-3255

<http://www.treasurer.ca.gov/cdlac/extracredit/extracredit.asp?/part=desc>



# Sample Internet Reports

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## Summary Reports

- County List of Schools
- Local Educational Agency (LEA) List of Schools

## LEA Report

- Unified School District

## School Reports

- Elementary School
- ASAM School

# Sample Internet Reports

## • County List of Schools



### County List of Schools

2004-05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

County: Orion  
C Code: 98

- Glossary for the 2004-05 API Growth Report contains more details about the displayed information.
  - Select the local educational agency (LEA) name for a LEA List of Schools.
  - Select the school name
    - For a School Report, or
    - For an explanation if no data are printed here
- (An LEA is a school district or county office of education.)

School Type for 2004 API Base	STAR 2005 Percent Tested	API		Met Growth Target			
		2005 Growth	2004 Base	2004-05 Growth Target	2004-05 Growth	School- wide	Both Schoolwide and CI
<b>POLARIS UNIFIED</b>	96	705	695	D	10		
<b>Elementary Schools</b>							
Big Dipper Elementary	100	787	777	1	10	Yes	No
Jupiter Elementary	98	875	873	A	2	Yes	Yes
Sunrise Elementary	100	699	700	5	-1	No	No
<b>Middle Schools</b>							
Mercury Middle	98	593	572				
Milky Way Middle	NR	655	645	8	10	Yes	Yes
<b>High Schools</b>							
North Star High	94	586	578	11	8	No	No
<b>Small Schools</b>							
Little Dipper Elementary	100	748*	722*	4	26	Yes	Yes
<b>ASAM Schools</b>							
Pluto Middle	80	550*	537*	D	13		
<b>SATURN ELEMENTARY</b>	98	742	711	D	31		
<b>Elementary Schools</b>							
Mars Elementary	96	629	609	10	20	Yes	No
Pluto Elementary	100	880	839	A	41	Yes	Yes

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school or LEA had no 2004 API Base or if a school had significant population changes from 2004 to 2005. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

“N/A” means a number is not applicable or not available due to missing data.

“\*” means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2004 or 2005. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

“A” means the school scored at or above the Statewide Performance Target of 800 in 2004.

“B” means the school did not have a valid 2004 API Base and will not have any growth or target information.

“C” means the school had significant demographic changes and will not have any growth or target information.

## Sample Internet Reports

### • County List of Schools (continued)

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“**D**” indicates this is an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.

“**E**” indicates this school was an Alternative Schools Accountability Model (ASAM) school in the API Base report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the “Met Growth Target” column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2005 API Growth score of 590 or a one-point increase from the 2004 API Base to the 2005 API Growth for a school or LEA.

[Download](#) a data file containing the information displayed above.

# Sample Internet Reports

## • Local Educational Agency (LEA) List of Schools



### Local Educational Agency (LEA) List of Schools 2004-05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765

LEA Report
LEA Demographic Characteristics
LEA Content Area Weights
County List of Schools

(An LEA is a school district or county office of education.)

- Glossary for the 2004-05 API Growth Report contains more details about the displayed information.
- Select the school name
  - For a School Report, or
  - For an explanation if no data are printed here

#### LEA API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	5	72	0	N/A
API Grew, Targets Not Met**	1	14	0	N/A
API Remained Same or Declined Targets Not Met	1	14	0	N/A

Only schools with a valid 2004 API Base and a valid 2005 API Growth are included in these LEA and state summaries.

#### State API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	4119	57	796	56
API Grew, Targets Not Met**	1442	17	346	26
API Remained Same or Declined Targets Not Met	1617	26	211	18

\* Includes schools with 2005 Growth APIs of 800 or more.

\*\* Includes schools that met schoolwide 2004-05 API growth targets but did not meet one or more subgroup targets.

School Type for 2004 API Base	STAR 2005 Percent Tested	API				Met Growth Target		
		2005 Growth	2004 Base	2004-05 Growth Target	2004-05 Growth	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI
<b>POLARIS UNIFIED</b>	96	705	695	D	10			
<b>Elementary Schools</b>								
Big Dipper Elementary	100	787	777	1	10	Yes	No	No
Jupiter Elementary	98	875	873	A	2	Yes	Yes	Yes
Sunrise Elementary	100	699	700	5	-1	No	No	No
<b>Middle Schools</b>								
Mercury Middle	98	593	572					
Milky Way Middle	NR	655	645	8	10	Yes	Yes	Yes
<b>High Schools</b>								
North Star High	94	586	578	11	8	No	No	No
<b>Small Schools</b>								
Little Dipper Elementary	100	748*	722*	4	26	Yes	Yes	Yes
<b>ASAM Schools</b>								
Pluto Middle	80	550*	537*	D	13			

## Sample Internet Reports

### • Local Educational Agency (LEA) List of Schools (continued)

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school or LEA had no 2004 API Base or if a school had significant population changes from 2004 to 2005. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

“**N/A**” means a number is not applicable or not available due to missing data.

“**\*\***” means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2004 or 2005. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

“**A**” means the school scored at or above the interim Statewide Performance Target of 800 in 2004.

“**B**” means the school did not have a valid 2004 API Base and will not have any growth or target information.

“**C**” means the school had significant demographic changes and will not have any growth or target information.

“**D**” indicates this is an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.

“**E**” indicates this school was an Alternative Schools Accountability Model (ASAM) school in the API Base report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the “Met Growth Target” column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2005 API Growth score of 590, or a one-point increase from 2004 API Base to 2005 API Growth for a school or LEA.

[Download](#) a data file containing the information displayed above.

## Sample Internet Reports

### • Local Educational Agency (LEA) Report—Unified School District



#### Local Educational Agency (LEA) Report

2004–05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765

LEA Demographic Characteristics
LEA Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

#### State Accountability: Academic Performance Index (API)

STAR 2005 Percent Tested	Number of Students Included in the API Growth	API		
		2005 Growth	2004 Base	2004- 05 Growth
99	4,519	743	741	2

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school or LEA had no 2004 API Base.

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small LEA defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the LEA was small in either 2004 or 2005. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

The Adequate Yearly Progress (AYP) requirement for the API is: a 2005 API Growth score of 590 or a one-point increase from 2004 API Base to 2005 API Growth for a school or LEA.

#### Subgroups

	Number of Pupils Included in 2005 API	Numerically Significant in Both Years	Subgroup API		
			2005 Growth	2004 Base	2004–05 Growth
<b>Ethnic/Racial</b>					
African American (not of Hispanic origin)	632	Yes	688	676	12
American Indian or Alaska Native	46	No			
Asian	334	Yes	785	763	22
Filipino	203	Yes	784	778	6
Hispanic or Latino	547	Yes	704	703	1
Pacific Islander	63	No			
White (not of Hispanic origin)	243	Yes	763	766	-3
<b>Socioeconomically Disadvantaged</b>	1,597	Yes	692	697	-5

## Sample Internet Reports

### • Local Educational Agency (LEA) Demographic Characteristics— Unified School District



#### Local Educational Agency (LEA) Demographic Characteristics

2004-05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765

LEA Report
LEA Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

#### State Accountability: Academic Performance Index (API)

### LEA Demographic Characteristics

These data are from the 2005 Standardized Testing and Reporting (STAR) student answer document.

	<u>Number</u>
Enrollment in Grades 2-11 on the First Day of Testing	4,995
Students Exempted from STAR Testing Per Parent Written Request	21
Number of Students Tested	4,936





## Sample Internet Reports

### • School Report—Elementary School



#### School Report

2004–05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765-9876543

School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

School Type: Elementary

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

#### State Accountability: Academic Performance Index (API)

STAR 2005 Percent Tested	Number of Students Included in the API Growth	API				Met Growth Target		
		2005 Growth	2004 Base	2004–05 Growth Target	2004–05 Growth	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI
100	403	787	777	1	10	Yes	No	No

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school had no 2004 API Base or if a school had significant population changes from 2004 to 2005. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

“N/A” means a number is not applicable or not available due to missing data.

“\*” means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2004 or 2005. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

“A” means the school scored at or above the Statewide Performance Target of 800 in 2004.

“B” means the school did not have a valid 2004 API Base and will not have any growth or target information.

“C” means the school had significant demographic changes and will not have any growth or target information.

“D” indicates this is an LEA or an Alternative Schools Accountability Model (ASAM) school. Growth and target information are not applicable to LEAs or to ASAM schools.

“E” indicates this school was an Alternative Schools Accountability Model (ASAM) school in the API Base report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the “Met Growth Target” column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2005 API Growth score of 590, or a one-point increase from 2004 API Base to 2005 API Growth for a school or LEA.

#### Similar Schools

Median API	
2005 Growth	2004 Base
766	773

Click on the median value heading to link to the list of 2004 API Base similar schools. This list contains schools which were selected specifically for the reported school based on the 2004 API Base.

# Sample Internet Reports

## • School Report—Elementary School (continued)

Subgroups	Number of Pupils Included in 2005 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2005 Growth	2004 Base	2004-05 Growth Target	2004-05 Growth	
<b>Ethnic/Racial</b>							
African American (not of Hispanic origin)	10	No					
American Indian or Alaska Native	0	No					
Asian	7	No					
Filipino	2	No					
Hispanic or Latino	157	Yes	736	714	1	22	Yes
Pacific Islander	0	No					
White (not of Hispanic origin)	227	Yes	823	819	A	4	Yes
<b>Socioeconomically Disadvantaged</b>	201	Yes	720	722	1	-2	No

"A" means the subgroup scored at or above the Statewide Performance Target of 800 in 2004.

# Sample Internet Reports

## • School Demographic Characteristics—Elementary School



### School Demographic Characteristics

2004–05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765-9876543

School Report
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

School Type: Elementary

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

### State Accountability: Academic Performance Index (API)

### School Demographic Characteristics

These data are from the October 2004 California Basic Educational Data System (CBEDS) data collection and the 2005 Standardized Testing and Reporting (STAR) student answer document.

<b>Ethnic/Racial (STAR)</b>	<b>Percent</b>	<b>Parent Education Level (STAR)</b>	<b>Percent</b>
African American (not of Hispanic origin)	2	Percent with a response*	99
American Indian or Alaska Native	0	Of those with a response:	
Asian	2	Not a high school graduate	9
Filipino	0	High school graduate	35
Hispanic or Latino	40	Some college	31
Pacific Islander	0	College graduate	20
White (not of Hispanic origin)	56	Graduate school	5
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percentage of student answer documents with stated parent education level information.</i>	
<b>Participants in Free or Reduced Price Lunch (STAR)</b>	50	<b>Average Parent Education Level (STAR)</b>	Average 2.78
<b>English Learners (STAR)</b>	7	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
<b>Multi-track Year-round School (CBEDS)</b>	No		
<b>Mobility</b>			
<b>School, Prior Year (STAR)</b>	19	<b>Fully Credentialed Teachers (CBEDS)</b>	Percent 100
<i>This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.</i>		<b>Teachers with Emergency Credentials (CBEDS)</b>	0
<b>School, CBEDS Date (STAR)</b>	94		
<b>District CBEDS Date (STAR)</b>	97	<b>Enrollment in Grades 2-11 on the First Day of Testing (STAR)</b>	Number 416
<i>This is the percentage of students who were counted as part of the school/district enrollment on the October 2004 CBEDS data collection and who have been continuously enrolled since that date.</i>		<b>Students Exempted from STAR Testing Per Parent Written Request (STAR)</b>	1
<b>Average Class Size (CBEDS)</b>		<b>Number of Students Tested (STAR)</b>	415
Grades	Average		
K-3	20		
4-6	28		
Core academic courses in departmentalized programs	N/A		

# Sample Internet Reports

## • School Content Area Weights—Elementary School



### School Content Area Weights

2004–05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

School: Big Dipper Elementary

LEA: Polaris Unified

County: Orion

CD Code: 98-98765-9876543

School Report
School Demographic Characteristics
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

School Type: Elementary

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

### State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8			Grades 9-11			School Content Area Weights (C + F) / (Total C + Total F)
	Test Weights A	Valid Scores B	Weight x Scores C	Test Weights D	Valid Scores E	Weight x Scores F	
CST in English-language arts (ELA)	0.480	403	193.440	0.300	0	0.000	54.6%
CST in Math	0.320	403	128.960	0.200	0	0.000	36.4%
CST in Science	0.200	91	18.200	0.150	0	0.000	5.1%
CST in History-social science (HSS)	0.200	0	0.000	0.225	0	0.000	0.0%
NRT Reading	0.060	70	4.200				1.2%
NRT Language	0.030	70	2.100				0.6%
NRT Spelling	0.030	70	2.100				0.6%
NRT Math	0.080	70	5.600				1.6%
CAHSEE ELA				0.300	0	0.000	0.0%
CAHSEE Math				0.300	0	0.000	0.0%
Total							100%

CST = California Standards Test

NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey

CAHSEE = California High School Exit Examination

## Sample Internet Reports

### • School Report—Alternative Schools Accountability Model (ASAM)



#### School Report

2004–05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

School: Pluto Middle  
LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765-9876546

School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

#### State Accountability: Academic Performance Index (API)

STAR 2005 Percent Tested	Number of Students Included in the API Growth	API		
		2005 Growth	2004 Base	2004- 05 Growth
80	69	550*	537*	13

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school or LEA had no 2004 API Base or if a school had significant population changes from 2004 to 2005. However, the presentation of actual growth would not be appropriate and, therefore, is omitted.

“N/A” means a number is not applicable or not available due to missing data.

“\*” means this API is calculated for a small school district defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school district was small in either 2004 or 2005. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

“A” means the school scored at or above the Statewide Performance Target of 800 in 2004.

“B” means the school did not have a valid 2004 API Base and will not have any growth or target information.

“C” means the school had significant demographic changes and will not have any growth or target information.

“D” indicates this is an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.

“E” indicates this school was an Alternative Schools Accountability Model (ASAM) school in the API Base report and has no target information even though the school is no longer an ASAM school.

The Adequate Yearly Progress (AYP) requirement for the API is: a 2005 API Growth score of 590 or a one-point increase from 2004 API Base to 2005 API Growth for a school or LEA.

## Sample Internet Reports

### • School Report—Alternative Schools Accountability Model (ASAM) (continued)

#### Subgroups

	Number of Pupils Included in <u>2005 API</u>	Numerically Significant in Both <u>Years</u>	<u>Subgroup API</u>		
			<u>2005 Growth</u>	<u>2004 Base</u>	<u>2004–05 Growth</u>
<b>Ethnic/Racial</b>					
African American (not of Hispanic origin)	0	No			
American Indian or Alaska Native	2	No			
Asian	2	No			
Filipino	0	No			
Hispanic or Latino	12	No			
Pacific Islander	0	No			
White (not of Hispanic origin)	50	Yes	583	573	10
<b>Socioeconomically Disadvantaged</b>	16	No			

## Sample Internet Reports

### • School Demographic Characteristics— Alternative Schools Accountability Model (ASAM)



#### School Demographic Characteristics

2004–05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

School: Pluto Middle  
LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765-9876546

School Report
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

#### State Accountability: Academic Performance Index (API)

### School Demographic Characteristics

These data are from the 2005 Standardized Testing and Reporting (STAR) student answer document.

	<u>Number</u>
Enrollment in Grades 2-11 on the First Day of Testing	88
Students Exempted from STAR Testing Per Parent Written Request	0
Number of Students Tested	71

## Sample Internet Reports

### • School Content Area Weights— Alternative Schools Accountability Model (ASAM)



#### School Content Area Weights

2004–05 Academic Performance Index (API) Growth Report

California Department of Education  
Policy and Evaluation Division  
October 20, 2005

School: Pluto Middle  
LEA: Polaris Unified  
County: Orion  
CD Code: 98-98765-9876546

School Report
School Demographic Characteristics
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

#### State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8			Grades 9-11			School Content Area Weights (C + F) / (Total C + Total F)
	Test Weights A	Valid Scores B	Weight x Scores C	Test Weights D	Valid Scores E	Weight x Scores F	
CST in English-language arts (ELA)	0.480	69	33.120	0.300	0	0.000	48.0%
CST in Math	0.320	69	22.080	0.200	0	0.000	32.0%
CST in Science	0.200	0	0.000	0.150	0	0.000	0.0%
CST in History-social science (HSS)	0.200	33	6.600	0.225	0	0.000	9.6%
NRT Reading	0.060	36	2.160				3.1%
NRT Language	0.030	36	1.080				1.6%
NRT Spelling	0.030	36	1.080				1.6%
NRT Math	0.080	36	2.880				4.2%
CAHSEE ELA				0.300	0	0.000	0.0%
CAHSEE Math				0.300	0	0.000	0.0%
Total							100%

CST = California Standards Test

NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey

CAHSEE = California High School Exit Examination



# Appendixes

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## Calculation Rules

- Inclusion/Exclusion Rules for Calculating the 2005 API Growth
- Definitions of Numbers Enrolled, Tested, and Valid Scores
- Mathematics/Science Rules for Calculating the 2005 API Growth
- California General Mathematics Standards Test (CST in General Mathematics) Mapping Chart

## API Research Reports

## Valid API Criteria

## CDE Contacts and Related Internet Sites

## Glossary of Terms and Acronyms

# Calculation Rules

## Inclusion/Exclusion Rules for Calculating the 2005 API Growth

The inclusion/exclusion rules in this chart are applied prior to calculating the Academic Performance Index (API). They do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, local educational agency (LEA), and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, Standardized Testing and Reporting (STAR) Program reports, or California High School Exit Examination (CAHSEE) reports.

“Score” in the chart below refers to a performance level of Advanced, Proficient, Basic, Below Basic, or Far Below Basic on the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA); a National Percentile Rank (NPR) on the California Achievement Tests, Sixth Edition, Survey (CAT/6 Survey); or Pass or Fail on the California High School Exit Examination (CAHSEE).

New for the 2005 API Growth, a student record marked as “Not tested due to significant medical emergency” is treated the same as a record marked as “Absent.” Exceptions for medical emergencies are applied only in Adequate Yearly Progress (AYP) calculations in accordance with federal No Child Left Behind (NCLB) requirements.

Also in 2005, student records with a valid district of residence code and a valid disability code (other than 800) is calculated with the school district of residence for LEA accountability IF the school of attendance (normal county-district-school code) is either of the following:

■ County office of education special education school

OR

■ LEA special education school

These schools are classified as special education in the public schools directory.

Generally, the stepwise process used in applying these inclusion/exclusion rules occurs in the order listed in this chart. Some variations may occur for student records where multiple inclusion/exclusion rules apply.

Inclusion/Exclusion	Rules
Mobility	<b>CST, CAT/6 Survey, CAPA, or CAHSEE</b>
	If a student has been continuously enrolled in a <b>school</b> from the 2004 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the <b>school</b> API. If a student has been continuously enrolled in a <b>school district</b> from the 2004 October CBEDS date to the testing date, the student is counted in the <b>school district</b> API.
Completely Blank Test	<b>CST, CAT/6 Survey, or CAPA</b>
	The entire STAR student record IS NOT included in the API if the record shows no scores or items attempted on any part of the <i>CST</i> , <i>CAT/6 Survey</i> , and <i>CAPA</i> used in the API.
	<b>CAHSEE</b>
	The <i>CAHSEE</i> grade ten student record showing “Blank/Not Attempted” for one or both content areas IS included and assigned a weight of 200 for the content area(s).

<b>Irregularity</b>	<p>The test content area showing a student or adult test irregularity on a student record IS included in the API Base but IS NOT included in the API Growth.</p> <p><b>CST, CAT/6 Survey, CAPA, or CAHSEE</b></p> <p>The test content area of the student record containing the irregularity IS NOT included in the API Growth.</p>
<b>Unmatched Score</b>	<p><b>CST or CAT/6 Survey only</b></p> <p><b>Grade Four and Seven Writing</b></p> <p>■ If the student record shows "Writing Test Only" or "Unmatched Writing Test (Test Grade Level four and seven)," the entire record IS NOT included.</p> <p><b>Grade Three CST and CAT/6 Survey</b></p> <p>■ If the CST and CAT/6 Survey records are unmatched for a student, the records ARE included and treated separately, except for determining the number tested and enrollment. To determine the number tested and enrollment, only the CST is counted (to avoid double-counting in summary results).</p>
<p><b>Below Grade Level</b> (The STAR Program will not allow out-of-level testing in 2006.)</p>	<p>If the student record shows zero attempted on all parts of the STAR Program test that was administered below grade level, it IS NOT included in the API.</p> <p>If the student answered one or more questions on any part of a below grade level STAR Program test, the following applies:</p> <p><b>CST only</b></p> <p>■ For any below grade level, the record IS included but assigned a weight of 200 for all content areas of the CSTs used in the API, except for:</p> <ul style="list-style-type: none"> <li>• Grade level eight through ten CST in mathematics tests, which use "Grades Eight Through Eleven CST in Mathematics Rules" (see page 68 in mathematics)</li> <li>• Grade level nine through ten CST in science tests, which use "Grades Nine Through Eleven CST in Science Rules" (see page 68 in science)</li> <li>• Grade ten through eleven CST in social science scores which are not adjusted</li> <li>• Unmatched grade level three tests for students in grade five, which are treated separately</li> </ul> <p><b>CAT/6 Survey only</b></p> <p>One or two grades below grade level</p> <p>■ The score of no more than two levels below IS included for the content area. If there is no score, the record is assigned a weight of 200 for the content area<sup>1</sup></p> <p>Inappropriate below grade level<sup>2</sup></p> <p>■ The score IS included but assigned a weight of 200 for all content areas of the CAT/6 Survey used in the API.</p>

<sup>1</sup> National percentile rank (NPR) scores of one or two levels out are adjusted to the appropriate grade level by the testing contractor.

<sup>2</sup> Inappropriate below grade level includes students tested below grade level in grades two through four or students in grades five through eleven tested more than two grade levels below. Above level is not included because these records are not scored.

<b>Accommodations</b>	<p><b><i>CST, CAT/6 Survey, or CAHSEE only</i></b></p> <p>■ The score IS included for the content area.</p>
<b>Modifications</b>	<p><b><i>CST, CAT/6 Survey, or CAHSEE only</i></b></p> <p>■ The score IS included for the content area and assigned a weight of 200.</p>
<p><b>Not Tested, Parent Exemption, and Zero or Some Items Attempted</b></p> <p><b>1. Student Not Tested</b> (all content areas)</p> <p>Choices:</p> <ul style="list-style-type: none"> <li>• Assessed with <i>CAPA</i></li> <li>• Exempt by parent request</li> <li>• Absent</li> <li>• Multiple marks</li> </ul>	<p><b>NOTE: Some records marked with codes that indicate the student did not take the test also show a score or items attempted for one or more content areas of a test. In these instances, the score or items attempted is considered in the API calculation.</b></p> <p><b><i>CST, CAT/6 Survey, or CAPA only</i></b></p> <p>■ If one or more of the choices for “Student Not Tested” field is marked, the entire student record is NOT included, with the following exceptions:</p> <ul style="list-style-type: none"> <li>• The student record has a score for a content area, in which case the score is included for that content area.</li> <li>• The student record has one or more items attempted (but no score) for a content area, in which case that content area is assigned a weight of 200.</li> </ul>
<p><b>2. Parent/Guardian Exemption</b> (by content area)</p>	<p><b><i>CST or CAT/6 Survey only</i></b></p> <p>■ The student record is NOT included for the content area, with the following exceptions:</p> <ul style="list-style-type: none"> <li>• The student record has a score for the content area, in which case the score for that content area is included.</li> <li>• The student record has one or more items attempted (but no score) for a content area, in which case that content area is assigned a weight of 200.</li> </ul>
<p><b>3. No Score, Not Tested, Zero Attempted</b> (by content area)</p>	<p><b><i>CST, CAT/6 Survey, or CAPA only</i></b></p> <p>Record does not have scores on other STAR Program tests/content areas (i.e., completely blank test)</p> <p>■ A student record with a blank test showing no scores or items attempted on any part of the STAR Program content areas IS NOT included for any content areas.</p> <p>Record has scores on other STAR Program tests/content areas</p> <p>■ A student record with no score and no items attempted in a content area (but with one or more scores on other STAR Program content areas) IS NOT included for that content area, with the exception of the following:</p> <ul style="list-style-type: none"> <li>• Grades eight through eleven CST in mathematics, which will be assigned a weight of 200</li> <li>• Grades nine through eleven CST in science, which will be assigned a weight of 200</li> <li>• The student tested below grade level (see “Below Grade Level” described on page 64)</li> </ul>

4. No Score, Incomplete, Some Attempted (by content area)	<b>CST, CAT/6 Survey, or CAPA only</b> <ul style="list-style-type: none"> <li>■ The content area IS included and assigned a weight of 200.</li> </ul>																				
5. Invalid CST in Mathematics Test Taken (grades eight through eleven) or Invalid CST in Science Test Taken (grades nine through eleven)	<b>CST only</b> <ul style="list-style-type: none"> <li>■ If "Unknown," "Multiple Marks," or Blank for "CST in Mathematics Test Taken" or "CST in Science Test Taken" are shown on the student record, the content area IS included and assigned a weight of 200.</li> </ul>																				
6. CAHSEE Performance Level Weights	<b>CAHSEE only</b> <p style="text-align: center;"><b>Mathematics or ELA Passed/Not Passed Indicator Codes 2005 API Growth Grade Ten (and Grade Eleven if Passed)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>P = Passed (scale score of 350 or more)</td><td style="text-align: right;">1000</td></tr> <tr> <td>N = Not Passed</td><td style="text-align: right;">200</td></tr> <tr> <td>I = Not Valid (modification used)</td><td style="text-align: right;">200</td></tr> <tr> <td>A = Absent</td><td style="text-align: right;">200</td></tr> <tr> <td>C = Score Invalidated (irregularities)</td><td style="text-align: right;">200</td></tr> <tr> <td>H = Pending</td><td style="text-align: right;">200</td></tr> <tr> <td>E = Medical Emergencies</td><td style="text-align: right;">200</td></tr> <tr> <td>X = Not Attempted</td><td style="text-align: right;">200</td></tr> <tr> <td>Z = Present, Marked No Answers</td><td style="text-align: right;">200</td></tr> <tr> <td>R = Previously passed (per district records)</td><td style="text-align: right;">Not included</td></tr> </tbody> </table> <p>Note: Make-up tests will be tracked so that a student who was absent would be counted only for the make-up score. This will be done using subtotals by category (schoolwide and each subgroup).</p>	P = Passed (scale score of 350 or more)	1000	N = Not Passed	200	I = Not Valid (modification used)	200	A = Absent	200	C = Score Invalidated (irregularities)	200	H = Pending	200	E = Medical Emergencies	200	X = Not Attempted	200	Z = Present, Marked No Answers	200	R = Previously passed (per district records)	Not included
P = Passed (scale score of 350 or more)	1000																				
N = Not Passed	200																				
I = Not Valid (modification used)	200																				
A = Absent	200																				
C = Score Invalidated (irregularities)	200																				
H = Pending	200																				
E = Medical Emergencies	200																				
X = Not Attempted	200																				
Z = Present, Marked No Answers	200																				
R = Previously passed (per district records)	Not included																				

## Definitions of Numbers Enrolled, Tested, and Valid Scores

Definition of:	Enrollment on First Day of Testing (STAR)	Number Tested	Number Valid Scores
Columns:	A	B	C
Level of Calculation:	School or LEA	School or LEA for Content Areas Separately	School or LEA for Content Areas Separately
Calculation for Grades 2–11 Standardized Testing and Reporting (STAR) Program	<p>Enrollment on first day of testing =</p> <p>Number of 2005 STAR student answer documents (i.e., student records), grades 2–11</p> <p>ADD</p> <p>Students assigned back to school district of residence</p> <ul style="list-style-type: none"> <li>For LEAs only, student answer documents (i.e., student records) of special education students receiving services outside the school district that are assigned back to the student's school district of residence.</li> </ul> <p>LESS</p> <p>Students not enrolled or unmatched records</p> <ul style="list-style-type: none"> <li>Students who moved before test was given</li> <li>Unmatched CAT/6 Survey records, grade 3</li> <li>Unmatched CST writing tests or writing only tests, grades 4 and 7</li> <li>For schools and school subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the school since the CBEDS date</li> <li>For LEAs and LEA subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date</li> </ul> <p>"Enrollment on first day of testing" is based on STAR Program student answer documents only. Enrollment data from the California High School Exit Examination (CAHSEE) answer documents are not necessary because STAR Program results include an answer document for each student who takes the CAHSEE. "Enrollment on first day of testing" is defined in the same basic way as the definition for AYP except that the rate for AYP is adjusted for students with medical emergencies. Student records marked "Not tested due to significant medical emergency" are not included in AYP calculations.</p>	<p>Number tested =</p> <p>Enrollment on first day of testing (results of Column A)</p> <p>LESS</p> <p>Untested students</p> <ul style="list-style-type: none"> <li>For CST, student records with 0 items attempted, unless student sat for test</li> <li>CAPA records with 0 items scored</li> </ul>	<p>Number valid scores =</p> <p>Number tested (results of Column B)</p> <p>LESS</p> <p>Mobile students</p> <ul style="list-style-type: none"> <li>For schools, student records that show student was NOT continuously enrolled in the school since the CBEDS date</li> <li>For LEAs, student records that show student was NOT continuously enrolled in the LEA since the CBEDS date</li> </ul>

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## Mathematics/Science Rules for Calculating the 2005 API Growth

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### Grades Eight Through Eleven CST in Mathematics Rules, 2005 API Growth

- **Students in grade eight or nine who took the California General Mathematics Standards Test (CST in general mathematics):** The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level weights for results from the CST in general mathematics are adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one performance level. For grade nine, the performance level of the student record is lowered by two performance levels. This rule is illustrated in the mapping charts on page 63.
- **CST in mathematics:** To account for students who take no CST in mathematics (including those in grades eight and nine), a 200 is assigned for the performance level weight for any student record without a CST in mathematics performance level in grades eight through eleven.

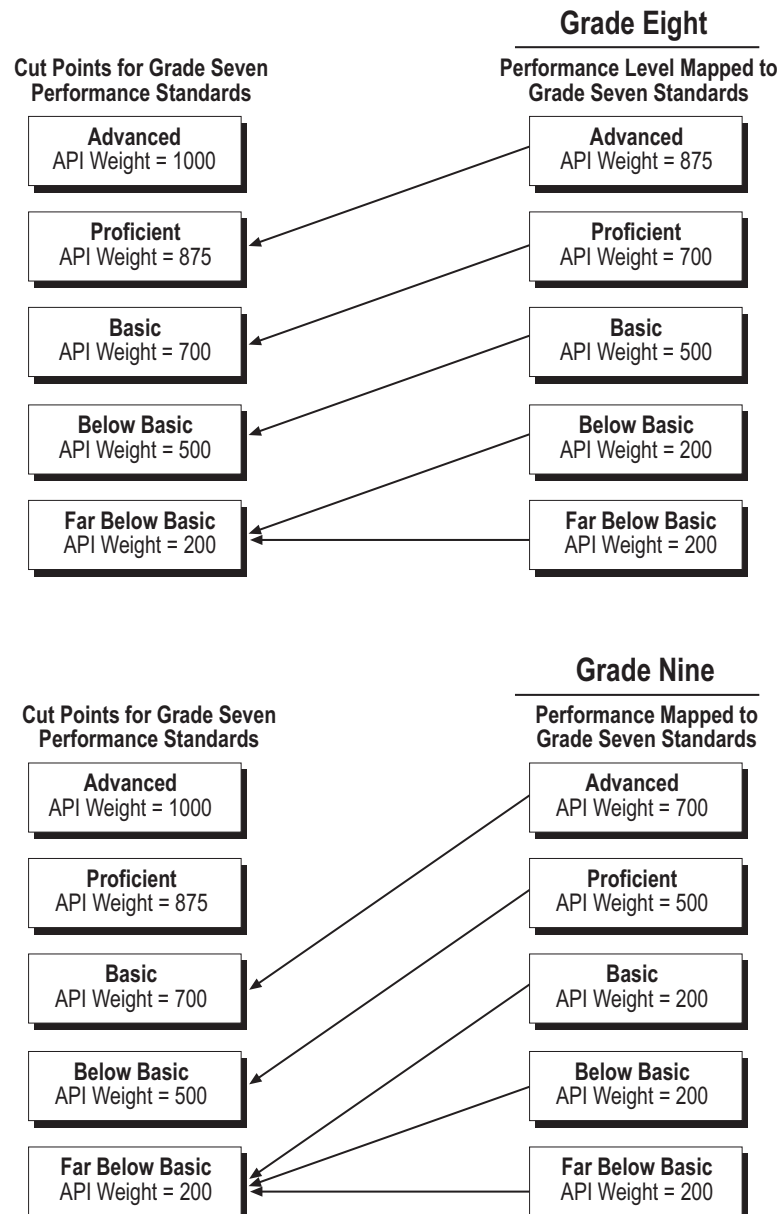
### Grades Nine Through Eleven CST in Science Rules, 2005 API Growth

- To account for students in grades nine through eleven who take no CST in science, a 200 is assigned for the performance level weight for any student record without a CST in science performance level in grades nine through eleven.

## California General Mathematics Standards Test (CST in General Mathematics) Mapping Chart

The California General Mathematics Standards Test (CST in general mathematics) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The CST in general mathematics is based on grade six and seven state content standards. To adjust for the difference in grade-level standards, the API performance level weights for results from the CST in general mathematics were calculated by mapping grade eight and nine performance on the CST in general mathematics to the grade seven CST in mathematics performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700.

### *California General Mathematics Standards Test* Grades Eight and Nine Performance Level Mapped to Grade Seven Performance Standards With Corresponding API Weights





## API Research Reports

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The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also calls for an advisory committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG), comprised of educational measurement specialists from universities, research organizations, and local educational agencies, to provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index and the 1999 Base Year Academic Performance Index (API)*.

### Guiding Principles of the API

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The framework contains guiding principles for the creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. “Given the high-stakes nature of the API, the many well-meaning educators, parents, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year.” To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives.

### API Research Reports

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As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the CDE’s Web site at:

*<http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>*

# Valid API Criteria

## API Regulations for Determining a Valid API

The *California Code of Regulations*, Title 5, summary provided in this section reflects key regulations related to the Academic Performance Index (API). These regulations were adopted by the State Board of Education in November 2001.

Summary of Selected Subsections of Section 1032 Title 5, <i>California Code of Regulations</i> Division 1, Chapter 2, Subchapter 4, Article 1.7		Number of Years Invalid API
<b>Section 1032 (d)</b>	In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5 percent or more of pupils tested.	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

## ***Education Code Requirements for Determining a Valid API***

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In addition to state regulations, California's *Education Code* also contains requirements about what constitutes a valid API.

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### ***Education Code Section 52052 (f)(2)***

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A school shall annually receive an API score, unless the State Superintendent of Public Instruction determines that an API score would be an invalid measure of the school's performance for one or more of the following reasons:

- (A) Irregularities in testing procedures occurred.
  - (B) The data used to calculate the school's API score are not representative of the pupil population at the school.
  - (C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.
  - (D) The California Department of Education discovers or receives information indicating that the integrity of the API score has been compromised.
  - (E) Insufficient pupil participation in the assessments included in the API.
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# CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
<b>PSAA and NCLB Title I Accountability</b> <ul style="list-style-type: none"> <li>NCLB Title I Accountability requirements and AYP Appeals</li> <li>API and AYP Calculation and Accountability Progress Reports</li> </ul>	<p>Policy and Evaluation Division (916) 319-0869 <a href="mailto:psaa@cde.ca.gov">psaa@cde.ca.gov</a></p> <p>Evaluation, Research, and Analysis Office (916) 319-0875 <a href="mailto:evaluation@cde.ca.gov">evaluation@cde.ca.gov</a></p> <p>Academic Accountability Unit (AAU) (916) 319-0863 <a href="mailto:aau@cde.ca.gov">aau@cde.ca.gov</a></p>	<p><a href="http://www.cde.ca.gov/ta/ac/pa/">http://www.cde.ca.gov/ta/ac/pa/</a></p> <p><a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a></p> <p><a href="http://api.cde.ca.gov">http://api.cde.ca.gov</a></p> <p><a href="http://www.cde.ca.gov/ta/ac/ap/">http://www.cde.ca.gov/ta/ac/ap/</a></p> <p><a href="http://ayp.cde.ca.gov">http://ayp.cde.ca.gov</a></p> <p><a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a></p>
<b>NCLB Title I, and Program Improvement (PI)</b> <ul style="list-style-type: none"> <li>NCLB Corrective Actions for Program Improvement</li> </ul>	<p>School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 <a href="mailto:pi@cde.ca.gov">pi@cde.ca.gov</a></p>	<p><a href="http://www.cde.ca.gov/nclb/">http://www.cde.ca.gov/nclb/</a></p>
<b>NCLB Title III Accountability</b>	<p>Language Policy and Leadership Office (916) 319-0845</p>	<p><a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a></p>
<b>Statewide Assessments</b> <ul style="list-style-type: none"> <li>STAR – CST and CAT/6 Survey, and CAPA</li> <li>STAR – CAPA</li> <li>CAHSEE</li> </ul>	<p>Standards and Assessment Division (916) 445-9441</p> <p>Standardized Testing and Reporting (STAR) Program Office (916) 445-8765 <a href="mailto:star@cde.ca.gov">star@cde.ca.gov</a></p> <p>Special Education Division, Assessment, Evaluation, and Support Office (916) 323-3702</p> <p>High School Exit Exam Office (916) 445-9449</p>	<p><a href="http://www.cde.ca.gov/ta/tg/sr/">http://www.cde.ca.gov/ta/tg/sr/</a></p> <p><a href="http://www.cde.ca.gov/sp/se/sr/capa.asp">http://www.cde.ca.gov/sp/se/sr/capa.asp</a></p> <p><a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a></p>

## CDE Contacts and Related Internet Sites (continued)

Topic	CDE Contact Offices	CDE Web Site
<b>Low Performing Schools</b> <ul style="list-style-type: none"> <li>• High Priority Schools Grant Program (HPSG)</li> <li>• Immediate Intervention/Underperforming Schools Program (II/USP)</li> <li>• Comprehensive School Reform (CSR)</li> <li>• Intervention Assistance</li> </ul>	<p>School Improvement Division (916) 319-0830</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p>	<p><a href="http://www.cde.ca.gov/ta/lp/">http://www.cde.ca.gov/ta/lp/</a></p>
<b>API Awards Programs</b>	<p>Awards Unit, Policy and Evaluation Division (916) 319-0866 <a href="mailto:awards@cde.ca.gov">awards@cde.ca.gov</a></p>	<p><a href="http://www.cde.ca.gov/ta/ac/pa/awards.asp">http://www.cde.ca.gov/ta/ac/pa/awards.asp</a></p>
<b>Alternative Accountability System, Alternative Schools Accountability Model (ASAM)</b>	<p>Educational Options Office, Secondary, Postsecondary and Adult Leadership Division (916) 322-5012 (916) 445-7746 (Robert Bakke) <a href="mailto:rbakke@cde.ca.gov">rbakke@cde.ca.gov</a> (916) 323-2564</p>	<p><a href="http://www.cde.ca.gov/ta/ac/am">http://www.cde.ca.gov/ta/ac/am</a></p>
<b>Special Education Issues</b>	<p>Special Education Division Assessment, Evaluation, and Support Office (916) 445-4628</p>	<p><a href="http://www.cde.ca.gov/sp/se/">http://www.cde.ca.gov/sp/se/</a></p>
<b>Charter Schools Issues</b>	<p>Charter Schools Division (916) 322-6029</p>	<p><a href="http://www.cde.ca.gov/sp/cs/">http://www.cde.ca.gov/sp/cs/</a></p>

# Glossary of Terms and Acronyms

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<b>Additional Indicator</b>	The federal No Child Left Behind Act (NCLB) requires that each state adopt an additional indicator for Adequate Yearly Progress (AYP). California has chosen to use the Academic Performance Index (API) as the additional indicator for all schools and local educational agencies (LEAs). Schools must show at least one point of growth or be above a minimum level of the API each year to meet this part of the AYP criteria. The API criteria for federal requirements are different from the API criteria for state requirements.
<b>API</b>	The Academic Performance Index (API), required by the state Public Schools Accountability Act (PSAA) of 1999, is a measure of the academic performance and growth of schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1000. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school grew in a year. The API also functions as the Additional Indicator for AYP.
<b>APR</b>	The Accountability Progress Report (APR), released in August each year prior to the start of the school year, provides information on (1) state API results that focus on the reporting of year-to-year schoolwide and LEA-wide growth in achievement, (2) federal AYP results that feature a comparison of school and LEA results against statewide targets, and (3) federal Program Improvement (PI) information confirming that a school or LEA is identified for PI and required to implement specific intervention activities as a result of missing AYP for multiple years.
<b>ASAM</b>	Schools in the Alternative Schools Accountability Model (ASAM) are alternative schools serving a majority of high-risk students, including continuation schools, community day schools, and county-run schools.
<b>AYP</b>	Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their AYP toward enabling all students to perform at or above the proficient level in English-language arts (ELA) and mathematics. Under AYP requirements, schools and LEAs are required to meet criteria in four areas: participation rate, percent proficient (also known as Annual Measurable Objectives or AMOs), API as additional indicator, and graduation (if applicable).

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<b>CAHSEE</b>	Students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the CAHSEE is (1) to improve student achievement in high school and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics. There are two parts to the CAHSEE: English-language arts and mathematics. The CAHSEE is included in API and AYP calculations.
<b>CAPA</b>	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the California Standards Tests (CSTs), even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. The CAPA was administered for the first time statewide in the spring of 2003 and is part of the Standardized Testing and Reporting (STAR) Program. CAPA in ELA and mathematics is included in API and AYP calculations.
<b>CAT/6 Survey</b>	As part of the STAR Program, all California public school students in grades three and seven take a nationally norm-referenced test (NRT) each spring to measure achievement in basic academic skills. The NRT designated by the State Board of Education (SBE) for 2003 through 2005 is the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). The CAT/6 Survey for these grade levels covers reading, language, spelling, and mathematics
<b>CBEDS</b>	The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and classified and professional education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."
<b>CDE</b>	The California Department of Education (CDE) is California's state education agency.
<b>Compensatory Accountability System</b>	California's state API accountability system is based on a compensatory system model because different component test results that are the basis of an API score will offset, or compensate, for one another as the API is calculated. For example, an API is not calculated separately for ELA and mathematics. Rather, the API score is one score for both content areas. As a result, a school could still have a high API if it had high ELA test results but low mathematics test results. This is because the ELA results would compensate for the mathematics results.

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<b>CSR program</b>	<p>The Comprehensive School Reform (CSR) Program is a federally funded school reform initiative that offers schools and school districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. Formerly known as the Comprehensive School Reform Demonstration Program (CSRD), the program was re-named with the passage of NCLB. The purpose of the CSR program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging state content and academic achievement standards. Grants are awarded to successful LEAs in an amount up to \$200 per student in each funded school, with a minimum allocation of \$50,000 per school. Grants are renewable for two additional years, contingent on federal funding and substantial progress toward meeting the school's goals and benchmarks.</p>
<b>CST</b>	<p>The California Standards Tests (CSTs) are part of the STAR Program and include several content areas. The CSTs in ELA and mathematics for grades two through eleven became part of the STAR program in 1999. The CSTs in English-language arts (including writing at grades four and seven) and mathematics are included in API and AYP calculations. CSTs in history-social science and science are also administered and used in the API. The CSTs are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.</p>
<b>Direct Funded Charter Schools</b>	<p>A direct-funded charter school is considered a school (rather than an LEA) for API purposes.</p>
<b>EL</b>	<p>An English learner (EL), formerly known as limited-English-proficient or LEP, is a student for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, upon initial assessment by the appropriate state assessment (currently the California English Language Development Test or CELDT) and from additional information when appropriate, has been determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.</p> <p>The EL subgroup in the AYP calculations includes R-FEP students who have not scored at the proficient level or above on the CST in ELA for three times since being redesignated.</p>
<b>ELA</b>	<p>ELA refers to the content area of English-language arts.</p>



<b>Growth Model Accountability System</b>	California's accountability requirements, reported as APIs, differ from federal accountability requirements, reported as AYP. API requirements are based on a "growth model," which measures the academic success of a school on the basis of how much it improves from one year to the next. A growth model acknowledges that not all schools start at the same place. Federal AYP requirements, however, are based on a "status bar model," which measures how well a school or LEA meets common minimum performance targets or status bars.
<b>HPSGP</b>	The High Priority Schools Grant Program (HPSGP) provides assistance to the very lowest performing schools (API decile 1) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in legislatively identified areas by offering additional resources to schools.
<b>II/USP</b>	The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and nonfiscal rewards or sanctions as possible consequences, depending on schools' progress while they are funded through II/USP.
<b>LEA</b>	A local educational agency (LEA) is a term used to designate a school district or county office of education.
<b>LEP</b>	A limited English proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student is also referred to as an English learner (EL). (See "EL" for a precise definition.)
<b>NCLB</b>	The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for ELA and mathematics by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

### Numerically Significant Subgroups

A subgroup is numerically significant if it has at least 100 students or 50 students who represent at least 15 percent of the students to be tested at the school or LEA. A numerically significant subgroup under API includes the following subgroup types:

- African American (not of Hispanic Origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic Origin)
- Socioeconomically disadvantaged

A numerically significant subgroup under NCLB includes these subgroups as well as the English learner subgroup and students with disabilities subgroup.

### Participation Rate

The participation rate for the API is used to determine the validity of an API. A school or LEA must have tested at least 85 percent of students in every content area to have a valid API. This rule is applied only if the school has at least 100 or more students enrolled in each content area since the CBEDS data collection date. The participation rate also is used to determine API eligibility for awards. Funding for API awards is currently unavailable but may be reinstated in future years.

In addition, all schools and LEAs must test at least 95 percent of eligible students to meet federal AYP criteria. These rates are calculated for ELA and mathematics separately. The 95 percent criterion also applies to all numerically significant subgroups in the school or LEA.

### PI

Program Improvement (PI) is a formal designation for Title I schools. A Title I school becomes a PI school if it does not meet AYP for two consecutive years. There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

### PSAA

The Public Schools Accountability Act (PSAA) of 1999 established California's accountability system. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: (1) the Academic Performance Index (API), (2) the Immediate Intervention/Underperforming Schools Program (II/USP), and (3) the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve nontraditional student populations (the Alternative Schools Accountability Model or ASAM).

<b>R-FEP</b>	A reclassified-fluent English proficient (R-FEP) student is one whose primary language is something other than English and who was reclassified from English learner to fluent-English proficient based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA. This process demonstrates that students being redesignated have an English language proficiency comparable to that of average native English speakers.
<b>SBE</b>	The California State Board of Education (SBE) is the governing and policy-determining body of the California Department of Education (CDE). The SBE sets K–12 education policy in the areas of standards, curriculum, instructional materials and assessment.
<b>STAR</b>	The Standardized Testing and Reporting (STAR) program is California's statewide testing program. The current STAR program has four components: the CAT/6, published by CTB/McGraw-Hill; the California Standards Tests (CSTs), produced for California public schools; the Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill; and the California Alternate Performance Assessment (CAPA), an assessment related to the California academic content standards that is designed to assess the performance of students with significant cognitive disabilities.
<b>Status Model Accountability System</b>	California's accountability requirements, reported as APIs, differ from federal accountability requirements, reported as AYP. API requirements are based on a "growth model," which measures the academic success of a school on the basis of how much it improves from one year to the next. A growth model acknowledges that not all schools start at the same place. Federal AYP requirements, however, are based on a "status bar model," which measures how well a school or LEA meets common minimum performance targets or status bars. It assumes all schools or LEAs must meet common minimum academic levels, regardless of where they start at the beginning of the school year. For example, a school that showed 100 points growth in the API from 2004 to 2005 reflects a school that greatly improved its results on statewide assessments from 2004 to 2005. The growth in the school's API reflects the progress the school made, regardless of the level of its beginning API score in 2004. However, the same school might not meet AYP criteria because its 2005 participation rate or percent proficient was below the AYP minimum target (or status bar) set for all schools.
<b>USED</b>	The United States Department of Education (USED) is the federal agency that administers the NCLB program.